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ABSTRACT

An English as a Second Language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was built on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue between home, school and community and to encourage involvement in PTA, School Board and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidenced in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided. (KM)

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FLORENCE-FIRESTONE PROJECT

"BUILDING COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY"

July 1, 1970 to June 30, 1972

OFFICE OF EDUCATION GRANT NO. OEG-0-71-4395 (324)

ADULT BASIC EDUCATION PROGRAM
DIVISION OF CAREER AND CONTINUING EDUCATION
LOS ANGELES UNIFIED SCHOOL DISTRICT

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FOREWORD

The following report represents a final account of the operational activities of the Florence-Firestone Project, "Building Communication Skills: Home-School-Community". This final report is submitted in fulfillment of contractual obligations with the United States Office of Education.

Grateful acknowledgement is hereby given to the men and women who made this project happen:

Coordinator, Special Programs, Division of
Career and Continuing Education - Dr. Robert F. Schenz
Project Operational Director - Ruben Zacarias
Teacher Consultant - Ralph Shower, Jr.
Counselor - Mario Knez
Clerk-Stenographer - Lupe Gonzalez
The Project teaching staff and community aides

The Fremont Community Adult School Staff, particularly V. Dane Lowry, Principal and Gladys Brown, Secretary

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And to the students, the schools, the County Model Neighborhood Program, and the Florence-Firestone community as a whole, without whose support and cooperation this project would not have been possible.

Robert C. Rumin, Supervisor
Adult Basic Education Program

Abram Friedman
Assistant Superintendent
Division of Career and Continuing Education
Los Angeles City Unified School District

ABSTRACT

Purpose

There exists in the Florence-Firestone neighborhood in South Central Los Angeles a large pocket of Mexican-Americans. Sixty-four percent of the school population is Spanish surnamed in four contiguous Los Angeles City elementary schools.

Mexican-American parents have long encountered difficulty in communicating with school personnel about their youngster's progress within the school. In addition, participation by these parents in school activities has been almost non-existent. This project recognizes two primary reasons why this difficulty exists.

First, most Mexican-American parents use and understand only Spanish, their native language. The existence of this situation prevents them from understanding and expressing themselves in the English language. Because of this language barrier the Mexican-American parent refrains from participating in school-related activities. Secondly, the presence of a highly developed educational system has brought about the need for learning a specialized school related vocabulary.

It was the objective of this project to reach the parents of these youngsters and establish adult classes in English as a Second Language in which the major part of the curriculum would be built on home-school-communication. Parents would have the opportunity of learning the language of the school setting to which they send their children. Through these classes more effective dialogue could be established between home, school and community. Involvement in PTA, School Board, and other public meetings was to be encouraged. A bilingual counselor was assigned to assist the parents in understanding the counseling services available for themselves and their youngsters.

Procedure

Twenty-nine teachers offered morning and evening classes in English as a Second Language. Classes ran from September 14, 1970 to June 17, 1971, and from September 13, 1971 to June 16, 1972. Classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was available for day classes. Bilingual teacher aides assisted in the classroom and served as community liaison.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. The audio-lingual approach to teaching English was stressed and instruction was structured around the immediate community environment.

The many resources of the Los Angeles City School District were coordinated to assist the parents and their children. The elementary schools, PTA's, and advisory committees gave their enthusiastic cooperation. Fremont Community Adult School maintained all teacher payroll

and administrative record-keeping. Close liaison was kept with the State Bureau of Adult Education through the bureau consultant assigned to the Los Angeles area.

Liaison was established with the Los Angeles County Model Neighborhood Program (Model Cities) and other county and state agencies. Through their auspices, health and social services were made available to students.

Results and Recommendations

Project accomplishments have been extremely positive. School participation by Mexican-American parents was more than encouraging as evidenced by their high attendance at numerous parent and civic organizations meetings.

Greater awareness of school and community resources was created through group orientations and individual counseling. Over 1500 students received individual counseling.

In keeping with our concept of making schools the social and cultural, as well as academic, centers of the neighborhood, numerous social and cultural activities were held on school sites.

Student surveys showed that the ESL lessons emphasizing home-school communication skills were instrumental in creating a better understanding of the school system.

The project was considered a great success by parents, community leaders, and school personnel. It is the consensus opinion of all involved parties that this project should be replicated wherever Spanish-speaking communities exist.

In conclusion, the project stands as a model of how the united efforts of schools, parents, and community resources can produce positive results for the betterment of schools and the community as a whole.

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FLORENCE-FIRESTONE PROJECT
"Building Communication Skills: Home-School-Community"

INTRODUCTION

There exists in the Florence-Firestone neighborhood in South Central Los Angeles a large pocket of Mexican-Americans. According to the official Los Angeles City Schools Ethnic Survey (Fall, 1971), four adjoining elementary schools have 2,495 youngsters with Spanish surnames or 64% of that school population: Florence Avenue School (85% Spanish surname), Lillian Street School (78%), Graham School (63%), and Miramonte School (32%).

Mexican-American parents in this area have long encountered difficulty in communicating with school personnel about their youngster's progress. This lack of developed communication skills has further prevented them from becoming totally involved in the activities of their children's school.

There are several primary reasons why this difficulty exists.

First, most Mexican-Americans use and understand only Spanish, their native language. The existence of this situation prevents them from understanding speakers of English and from adequately expressing their feelings through the use of the English language.

A second reason which contributes to this difficulty is the presence of a highly developed educational system which has brought about the need for learning a specialized school related vocabulary. The inability of the Mexican-American parent to understand this vocabulary has often been incorrectly interpreted as apathy and is sometimes reflected in hostility towards the school and its staff.

Without the ability to effectively communicate with school personnel, the Mexican-American parent naturally finds it difficult to understand, assist, and give needed help and encouragement to their school age youngsters. Further, the parent does not have the knowledge which would enable him to become an active participant in PTA, school board, advisory committees or other public meetings.

Third, schools have traditionally been seen by Mexican-American parents as impersonal "buildings and authoritative personnel". Too often in the past, except for occasional activities or bulletins, relatively little has been achieved in developing closer rapport with parents or the immediate community ... particularly with parents whose primary language is other than English.

Fourth, the economic problems in the home environment directly affect their children's education. The majority of parents are in a very low income bracket. Often, because of the language barrier and a lack of counseling in their native tongue, many avenues of help from school and social service agencies are closed to them.

Fifth, most Mexican-American families in the Florence-Firestone area retain strong Mexican cultural patterns (many are very recent immigrants from Mexico) and feel "culturally isolated". Spanish is the primary language spoken at home. This lack of ethnic identification with their neighborhood hampers their involvement in school and community activities.

This language difficulty permeates their daily lives and creates an even greater problem in achieving their fullest intellectual, social and economical potential.

This project was created by the Division of Career and Continuing Education, Los Angeles City Schools, in an attempt to resolve this situation.

PURPOSE

It was the objective of this project to reach the parents of these youngsters and establish adult classes in English as a Second Language in which the major part of the curriculum would be built on home-school communication. Parents would have the opportunity of learning the language of the school setting to which they send their children. Through these classes more effective dialogue could be established between home, school and community. Involvement in PTA, school board, and other public meetings was to be encouraged. A bilingual counselor was assigned to assist the parents in understanding the counseling services available for themselves and their youngsters.

PROCEDURE

Twenty-nine teachers offered morning and evening classes in English as a Second Language. Classes ran from September 14, 1970 to June 17, 1971, and from September 13, 1971 to June 16, 1972. Classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was available for day classes. Bilingual teacher aides assisted in the classroom and served as community liaison.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. The audio-lingual approach to teaching English was stressed and instruction was structured around the immediate community environment.

The many resources of the Los Angeles City School District were coordinated to assist the parents and their children. The elementary schools, PTA's, and advisory committees gave their enthusiastic cooperation. Fremont Community Adult School of the Division of Career and Continuing Education, maintained all teacher payroll and administrative record-keeping under the leadership of Mr. V. Dane Lowry, Principal. Close liaison was kept with the State Bureau of Adult Education through the bureau consultant assigned to the Los Angeles area.

Liaison was established with the Los Angeles County Model Neighborhood Program (Model Cities) and other county and state agencies. Through their auspices, health and social services were made availble to students.

THE OBJECTIVE

1. To develop seventy lessons in English as a Second Language for Mexican-American parents with primary emphasis on improving communication in school-home-community relationships.

2. To provide in-service training for teachers and educational aides.

3. To increase the child's overall school performance through parent involvement.

4. To develop participation by the parents and school staff in actual dialogue.

5. To develop "know how", understanding and participation in PTA, school boards, and other public meetings.

6. To build a storage bank of materials which could be used by similar classes at the local, state, regional, or national level.

OBJECTIVES OF THE EDUCATIONAL COMPONENT OF THE COOPERATING AGENCY: COUNTY OF LOS ANGELES MODEL NEIGHBORHOOD PROGRAM

"To provide educational services necessary for Model Neighborhood area residents to achieve their fullest potential intellectually, socially, and in employment.

Objectives

To increase the children's academic achievement level.

To reduce dropout rates.

To increase parental participation in and support of school activities.

To increase participation in adult education programs.

Alternative Approaches

Provide those supportive services and materials which enhance child development.

Provide special services for the dropout and potential dropout.

Interest high school youths in colleges and/or vocational schools via parents.

Provide special training for teachers and administrators in cross-cultural communication. Administrative guest speakers.

Provide a more effective system for adjusting school services and facilities to demographic changes. Sounding board.

Involve parents in on-going school activities.

Develop and use community-based groups to foster education objectives.

Expand adult classes relevant to Model Neighborhood resident needs."

PHASE ONE - PLANNING

The project was structured in three phases for each year --- Planning, Implementation, and Data Gathering.

Phase I - Planning (July 1, 1970 - September 14, 1970) - (July 1, 1971 - September 13, 1971).

This pre-instruction phase encompassed the following areas:

1. Selection of staff and teacher personnel.
2. Creating specialized curriculum and materials.
3. Establishing administrative coordination with the participating community adult school. This involved teacher payroll, administrative record keeping, storage and accountability of equipment and supplies, and provisions for substitute teachers.
4. Selection of classroom sites.
5. Establishing liaison with the principals of the participating elementary schools and their PTA or Parent Club leaders.
6. Researching the many school district resources for their possible input into the project.
7. Establishing administrative and budgetary procedures for payroll, supply purchases, etc.
8. Purchasing and delivery of supplies and equipment to the various class sites.
9. Establishment of criteria, and implementation, for the hiring and use of educational aides.
10. Establishing liaison with the Los Angeles County Model Neighborhood Program (Model Cities) and ascertaining their administrative requirements regarding the project.
11. Enlisting the cooperation of community organizations and service agencies in the target area.
12. Planning and implementation of a student recruitment program.
13. Holding teacher orientation and in-service training.

TEACHER SELECTION

Male teachers	15
Female teachers	14
Elementary teaching experience	16
Secondary teaching experience	13
Adult teaching experience	24
Anglo-Saxon Extraction	12
Latin-American Extraction	11
Negro Extraction	6
Bilingual ability (Spanish-English)	15
Total teacher staff	29

Of the twenty-nine teachers involved in the project, nine were jointly selected during the summer of 1970 by a committee comprised of the Project Consultant, the principal of the involved community adult school, and a regular A.B.E. consultant.

Fourteen teachers were selected from the regular ESL program in adult education.

As the program expanded six more teachers were subsequently added by the adult school. These six teachers were paid for by school district funds.

Teachers were interviewed and screened for expertise in teaching English as a Second Language, sensitivity to community problems, awareness of the cultural patterns of the Mexican-American, and willingness to participate in an experimental demonstration project.

In the Los Angeles area there are many bilingual teachers (Spanish-English). However, keeping in mind the possible adoption of this program in areas where bilingual teachers might be difficult to find, it was decided to use both monolingual (English) and bilingual (Spanish-English) teachers.

In addition, it was felt that an ethnic mixture of teachers would serve as a tangible example of ethnic teamwork for the students to follow.

It was found that teacher dedication, expertise, and a sincere interest for the welfare of the students were the major factors in producing an effective teaching - learning situation.

Recommendations

A. Priority in teacher selection should be given to:
   1. Teachers who have a proven background in ESL expertise at the adult level.
   2. Teachers who display awareness of the cultural patterns of the Mexican-American.

B. For purposes of ethnic and cultural identification (an important factor) the program should include teachers of Mexican or Latin American extraction.

STAFF PERSONNEL

In the first year the project was staffed by one full-time Project Consultant (Operational Director) and one full-time clerk-typist. A part-time curriculum writer was employed during the summer of 1970 to help develop seventy special lessons. In the month of November, 1970, a part-time bilingual counselor was added to the staff.

In the second year, because of the immensity of the program, a teacher consultant was added to the staff and the counselor was placed on a full-time basis. Because of the great amount of office administration required, the clerk-typist position was also upgraded to that of clerk-stenographer.

Project Consultant

The bilingual Project Consultant was charged with the direct implementation and supervision of all aspects of the project. He was directly responsible for all personnel involved in the project, for the development, rewriting and assessment of curriculum and for the procurement and delivery of all supplies and equipment.

He was also responsible for establishing direct liaison with the involved elementary schools and their personnel, including PTA groups, and with the coordinating community adult school. He was also responsible for establishing liaison with the various community groups and resource agencies. In addition, the Project Consultant was responsible for developing news bulletins and information to be disseminated by the news media.

Teacher Consultant

The teacher consultant, under the supervision of the Project Consultant, maintained direct liaison with the teachers and regularly visited all classrooms. He was responsible for conducting teacher workshops and orientations. In addition, he developed and prepared specific lessons. He also supervised the educational aides. In addition, he maintained an inventory of equipment and supplies and insured a proper flow of supplies to teachers.

Clerk Stenographer

The bilingual clerk-stenographer handled all office procedures, and typed all materials developed by project personnel. In addition, she was responsible for reproducing all materials on various duplicating machines. Her ability to speak Spanish was a great asset inasmuch as many incoming calls were from non-English speaking students participating in the program.

Recommendations

It should be pointed out that even though the staff was increased in the second year considerable extra time and effort was demanded of these people to make the program successful.

The clerk-stenographer, in particular, was inundated with typing and reproducing of lessons. It is suggested that a clerk-typist be added in order to assist the clerk-stenographer. It is also suggested that office personnel be bilingual.

PERSONNEL

TITLE	REQUIREMENTS
Project Consultant (Operational Director)	Meets teaching certificate requirements of Los Angeles City School District. Thorough knowledge of adult education and understanding of English as a Second Language teaching and linguistics. Knowledge of the learning problems of the non-English speaking adult. Experience in curriculum development in E.S.L. instruction at the adult level. Experience in supervising E.S.L. program desirable. Ability to communicate in Spanish. Responsible for the direct supervision of all aspects of the project. Is directly responsible for all personnel involved in the project. Is directly responsible for development, rewriting, and assessment of curriculum. Is directly responsible for the procurement of housing, supplies and equipment. Is directly responsible for all counseling related to the project.
Teacher Consultant - ESL	Meets teaching certificate requirements of Los Angeles City School District. Thorough knowledge of adult education. Thorough knowledge of English as a Second Language teaching and linguistics. Experience in writing effective E.S.L. curriculum designs and materials. Under supervision of the Project Consultant. Develop and prepare specific lessons, leaflets, and transparencies for the project. Develop course outline. Create dialogues based on situational usage. Supervise educational aides. Conduct teacher workshops. Maintain direct liaison with teachers.
Teacher Consultant (Counselor)	Meet teaching certificate requirements of Los Angeles City Schools. Pupil personnel certificate desirable. Familiarity with interview techniques. Ability to communicate in Spanish. Ability to work tactfully and effectively in dealing with adult E.S.L. students. Counseling experience at the adult level. Under supervision of the Project Consultant. Assist Consultant with day/evening classes.

	Assists students to determine their educational needs, interests, and abilities. Advises individuals in vocational and occupational information and community resources. Assists parents in understanding counseling in their youngster's school.
Teacher	Meets teaching certificate requirements of Los Angeles City Unified School District. Experience in teaching E.S.L. to adults. Ability to converse in Spanish desirable. Knowledge of adult learning problems.
	Under supervision of the Project Consultant. Teach E.S.L. Carry out the course of study developed for the project. Assist in evaluation of materials. Responsible for the administration of periodic oral and written evaluations to students.
Educational Aide	Member of local adult school community. Ability to communicate in Spanish. Must meet criteria for Educational Aides of Los Angeles City Schools.
	Assist teacher in individualized instruction by working with students individually or in small groups. Assist teacher in preparation of materials and maintaining files. Help in liaison with school/ community relations.
Clerk-Stenographer	Meet classification requirements of Los Angeles City Unified School District. Ability to communicate in Spanish desirable.
	Type all materials developed by project personnel. Maintain inventories. Maintain files for project. Type various bulletins and reports. Type stencils and make copies on various duplicating machines. Ability to take dictation. Maintain statistical records. Handle telephone calls.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION

SCHOOL AIDE

DEFINITION

Assists a certificated employee with clerical, preparatory, follow-up, and routine class, office, school and/or related educational activities, in a position limited to less than half time.

TYPICAL DUTIES

Assists a certificated employee with clerical duties such as collecting, recording, and maintaining appropriate records; ordering and storing supplies; etc.
Monitors classes during tests.
Distributes and collects student work.
Corrects student work papers and records grades as directed.
Reads materials to an individual, group, or class as directed.
Assists students with library activities.
Tutors students to help maintain their learning skills and to review the materials presented by the teacher.
Assists certificated employees in the preparation of instructional, display, and work materials.
Makes home contacts or visits in reviewing the educational program with parents or community groups.
Assists in enforcing safety and disciplinary rules in classes, building, campus, and adjacent areas.
Supervises students before, during, and after school periods.
Assists certificate employees in both individual and group instruction of students.
May meet with groups after school and during the evenings.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

A School Aide performs the same duties as an Education Aide III, but in a position which is limited to a maximum of 79 hours in any Special School Month.

An Education Aide III assists a certificated employee with clerical, preparatory, follow-up, and routine class, school, and/or related educational activities.

SUPERVISION

Immediate supervision is received from a certificated employee. No supervision is exercised over District employees.

CLASS QUALIFICATIONS

Knowledge of:

Safety rules and habits to be observed by students
Standards of courtesy and behavior expected of students
Correct English grammatical usage

Ability to:

Speak understandable English with a good vocabulary
Read English aloud and with ease
Write legibly on the chalkboard
Draw simple sketches
Enforce safety and disciplinary rules

ENTRANCE QUALIFICATIONS

Education:

Graduation from high school is desirable.

Experience:

None. Experience working with children is desirable.

Special:

Ability to speak Spanish is desirable for certain positions.
Ability to type is desirable.

DUTIES PERFORMED BY PROJECT CONSULTANT

Supervision of Personnel

1. Coordinated functions and schedules of project staff.
2. Visited all classes and observed teacher and student performance.
3. Interviewed and recommended prospective teachers and substitutes for the project.
4. Interviewed and selected clerk-stenographer and established office procedures for her.
5. Selected, directly supervised, and established counseling guidelines and schedules for part-time counselor.
6. Established criteria for hiring and use of educational aides.

Equipment and Supplies

1. Ascertained supply and equipment needs for the project.
2. Continuously researched publishing, supply, and school district resources for materials appropriate to the project.
3. Supervised expenditure of budget for supplies and equipment.

Liaison with Community Group and Agencies

1. Contacted and became personally acquainted with Mexican-American community leaders. They were oriented as to the goals of the program and were kept advised on the progress of the project.
2. Served as advisor to and regularly attended meetings of community organizations in the Florence-Firestone area. Was also guest speaker at these meetings.
3. Invited and personally conducted community leaders on tours of project classes.
4. Contacted and maintained close liaison with county and state resources dealing with areas such as unemployment, welfare, law enforcement,

health, urban affairs, etc. School meetings were arranged wherein speakers from these agencies could orient students as to the many services and avenues of help available to them.

5. Maintained close contact with the personnel of the Los Angeles County Model Neighborhood Program (Model Cities) and kept them abreast as to the progress of the project.

Counseling and School Resources

1. Assisted and counseled students in school-related areas such as enrollment of their children in school and translations at parent-teacher conferences. In addition, assisted students with referrals to various county or state agencies.
2. Worked closely with the school district's Pupil Service and Attendance Branch and Office of Urban Affairs in resolving individual parent-school problems.
3. Arranged for the Pupil Services and Attendance Branch to give group orientations on the many special school services available to assist parents with any child problem such as emotional disturbance, physical handicaps, special school placement, etc.

News Media

1. Wrote copy for dissemination to all news media in Los Angeles (both English and Spanish) and arranged for local Spanish language radio and television stations to provide free public service announcements encouraging student enrollment in project classes.
2. Was guest on several T.V. programs featuring the Florence-Firestone Project.
3. Supervised development of "La Voz," a bilingual student-teacher newspaper.

4. Developed bi-lingual leaflets for distribution throughout the community. These leaflets announced class schedules and services offered by the project.

Coordination with participating schools

1. Established liaisons with principals and faculties of the four target elementary schools, and participating adult school.
2. Gave orientation workshops to the elementary school faculties - relative to school-community relations.
3. Established liaison with the school PTA's, parent clubs, and advisory committees, and coordinated their efforts relative to parent-school involvement.
4. Served as member of the Huntington Park High School Educational Complex (comprised of all public schools in that area), and provided that organization with input regarding the Mexican-American community.
5. Secured cash grants from the Los Angeles Model Neighborhood Program (Model Cities) for educational field trips involving parents and their school children; for purchase of badly needed school supplies and equipment at Florence Avenue School; and for an experimental, bilingual, pre-school parent education program at Lillian Street School.

Curriculum

1. Supervised the development of seventy special ESL lessons relating to home-school-community communication skills.
2. Developed bilingual curriculum for classroom use.
3. Translated technical school terminology, forms, etc. from English to Spanish for classroom use.

Data Gathering

1. Supervised compilation of all evaluation data.
2. Coordinated compilation of final project report.

DUTIES PERFORMED BY TEACHER CONSULTANT

Supervision of Personnel

1. Regularly visited all classes and observed teacher and student performance.
2. Conducted teacher in-service orientations prior to beginning of school year.
3. Regularly conducted group workshops and individual conferences with teachers regarding curriculum, methodology, policy, equipment and supply needs, and student activities.
4. Worked directly with part-time illustrator in developing lessons.
5. Directly supervised all educational aides.

Equipment and Supplies

1. Maintained inventory of equipment and supplies and insured flow of materials to teachers.
2. Ordered needed materials and personally delivered them to the teachers.
3. Replaced any materials or supplies given by the participating adult school to project teachers.
4. Continuously researched publishing, supply, and school district resources for materials appropriate to the project.

Counseling and School Resources

1. Assisted counselor in school-related areas such as enrollment of children in school, translations at parent-teacher conferences. In addition, assisted students with referrals to various county or state agencies.

Coordination with elementary schools

1. Coordinated school functions and student activities with principals

and faculties of the four target elementary schools and with the participating adult school.

Curriculum

1. Developed and revised seventy special ESL lessons relating to home-school-community communication skills.
2. Developed bilingual curriculum for classroom use.
3. Translated technical school terminology, forms, etc. from English to Spanish for classroom use.
4. Continuously researched textbooks and teaching aids for possible use in classroom.

Data Gathering

1. Compiled teacher lesson evaluation data.
2. Compiled Evaluation Committee data.

STUDENT RECRUITMENT

Enrollment from the beginning was extremely high. This high enrollment can be directly attributed to the combined efforts of school and community resources, and the communications media in advertising and promoting the classes.

Various approaches were used and found effective in creating interest in the program:

1. Bilingual leaflets (Spanish-English) were taken home by school children. In addition, community groups volunteered to place these leaflets in key locations throughout the community, such as markets, laundromats, community agency offices, etc. Community people also volunteered to pass out these leaflets at church locations after religious services.
2. Local pastors announced classes during church services.
3. Articles regarding the program appeared in community based newspapers, and in the major Spanish language newspaper in Los Angeles.
4. Radio and television stations specializing in Spanish language broadcasting provided free (public service) announcements.
5. Word of mouth advertising.

	1971	1972
MALE STUDENT ENROLLMENT	770	1,023
FEMALE STUDENT ENROLLMENT	615	789
TOTAL ENROLLMENT FOR YEAR	1,385	1,812

Although the great majority of students were parents, young non-parents were encouraged to attend. The rationale for enrolling these non-parents was:

1. No other adult ESL classes were available to them in the community.

2. In the Mexican culture young people often assume family responsibilities at a young age. It was felt that these young adults - future parents themselves - would profit from these classes.

Recommendations

1. Saturation advertising, using as many mediums as possible, create the most effective results.
2. Using the available community resources and organizations to promote classes is indispensable.
3. Insofar as possible, all advertising should be presented in Spanish as well as English.

ENGLISH CLASSES
for Spanish speaking adults

- Free classes and books
- Counseling on community and county services available for adults and their children
- Free care for preschool children
- Morning and evening classes
- Special instruction on home-school communication regarding your child's school progress
- Bi-lingual aides to assist students in class

DAY CLASSES FROM 9:00 to 12:00 - EVENING CLASSES FROM 6:30 to 9:30

Class Locations

LILLIAN STREET SCHOOL
5909 Lillian Street
(corner of 60th St. & Holmes Ave.)
Day & night classes - Monday thru Thursday

MIRAMONTE SCHOOL
1400 E. 68th St.
(between Hooper & Compton Ave.)
Day & night classes - Monday thru Thursday

GRAHAM SCHOOL
8407 S. Fir Avenue
(corner of Elm & Firestone Blvd.)
Day & night classes - Monday thru Thursday

FLORENCE AVENUE SCHOOL
7211 Bell Avenue
(corner of Bell & Florence Ave.)
Night classes only - Monday thru Thursday

FLORENCE METHODIST CHURCH
1951 E. Florence Avenue
(across from Florence Ave. School)
Day classes only - Monday thru Thursday

ROOSEVELT PARK ANNEX
7600 S. Graham Avenue
(between Nadeau & Florence Ave.)
Day classes only - Monday thru Thursday
9-12:00 p.m. 12:30-3:30 p.m.

ALL CLASSES WILL BEGIN ON SEPTEMBER 13th

Registration will start in the classrooms on September 13th and continue throughout the year. For further information call the Adult Basic Education Office, telephone 687-4741.

This program is sponsored by the Adult Basic Education Program, Division of Career and Continuing Education, and Fremont Community Adult School of the Los Angeles City Unified School District.

CLASES de INGLÉS
para adultos de habla Español

- Los cursos y libros gratis
- Orientacion sobre los servicios disponibles para adultos y sus niños por parte de agencias del condado
- Cuidado gratis de niños de edad pre-escolar
- Clases de día y de noche
- Instrucción especial en comunicación entre padres y las escuelas tocante el progreso de sus niños
- Ayudantes bilingues para asistir a los estudiantes

CLASES DE DÍA DE 9:00 a 12:00 - CLASES DE NOCHE DE 6:30 a 9:30

Sitios de clases

LILLIAN STREET SCHOOL
5909 Lillian Street
(Esq. con 60th St. y Holmes Ave.)
Clases de día y noche - Lunes a Jueves

MIRAMONTE SCHOOL
1400 E. 68th St.
(entre Hooper y Compton Ave.)
Clases de día y noche - Lunes a jueves

GRAHAM SCHOOL
8407 S. Fir Avenue
(Esquina Elm y Firestone Blvd.)
Clases de día y noche - Lunes a Jueves

FLORENCE AVENUE SCHOOL
7211 Bell Avenue
(Esquina Bell y Florence Ave.)
Clases de noche - Lunes a Jueves

FLORENCE METHODIST CHURCH
1951 E. Florence Avenue
(en frente de Florence Ave. School)
Clases de día - Lunes a Jueves

ROOSEVELT PARK ANNEX
7600 S. Graham Avenue
(entre Nadeau y Florence Ave.)
Clases de día - Lunes a Jueves
9-12:00 p.m. 12:30-3:30 p.m.

TODAS LAS CLASES EMPIEZAN EL 13 DE SEPTIEMBRE

La matriculación empieza el 13 de Septiembre en los salones de clase y seguira durante el año entero. Para mas informes llamen a la Oficina De Educación Básica De Adultos, telefono, 687-4741.

Este proyecto está patrocinado por la Oficina de Educación Básica De Adultos, División De Carreras y Educación Contínua, y Fremont Community Adult School, ambos del Distrito Escolar De La Ciudad de Los Angeles.

LA OPINION

LA OPINION · Los Angeles Calif. · I
2a. SECCION — DOMINGO 13 de SEPT. DE 1970

Se abren oportunidades educacionales a adultos

La División de Adultos de las Escuelas de la Ciudad de Los Angeles, y el Programa para la Comunidad Modelo del Condado de Los Angeles han informado a LA OPINION, de un nuevo Programa de Educación de Adultos para los padres de familia hispanoparlantes, cuyos hijos asisten a las escuelas de la Ciudad de Los Angeles.

El programa es en torno a un Curso de Inglés como Segundo Idioma; pero haciendo resaltar el mejoramiento de la comunicación entre la escuela y el hogar en la misma comunidad.

El señor Rubén Zacarias, Consultor de Educación Básica para Adultos, quien dirigirá a los educadores que participen en este programa, dijo a LA OPINION: "El Programa reconoce dos razones primordiales por las que muchos padres de familia hispanoparlantes han tenido, desde tiempos pasados, muchas dificultades para comunicarse con el personal de la escuela, en lo concerniente al progreso de los niños en el plantel: **Primero,** muchos padres de familia usan y entienden solamente el español, que es su idioma nativo. El padre de habla española, por lo tanto, está incapacitado para expresar sus sentimientos en inglés y para entender lo que se le diga en ese idioma. **Segundo,** el actual sistema educaivo, altamente desarrollado, ha creado la necesidad de aprender un vocabulario especializado sobre asuntos escolares. La falta de entendimiento de dicho vocabulario por parte del padre hispanoparlante, ha sido interpretada, generalmente, como apatia".

Las características nuevas de este esfuerzo son, según dijo el señor Zacarías:

1. —Los cursos y los libros serán gratuitos.

2. —Se darán orientaciones sobre los servicios disponibles para los adultos y sus niños que ofrecen las agencias del Condado.

3. —Se cuidará a los niños que lleven las madres de familia estudiosas.

4. —Habrá clases de día y de noche.

5. —Se darán clases especiales de instrucción sobre comunicación entre los padres de familia y las escuelas sobre el progreso de sus hijos.

6. —Habrá auxiliares bilingües para ayudar a los alumnos.

Para mayor información sobre los lugares en que se darán estos cursos, pueden los interesados telefonear a la Fremont Community Adult School, teléfono 778-1651.

LOS ANGELES
CITY SCHOOLS

Educational
Progress

FLORENCE - FIRESTONE PROJECT

Helping Parents Learn English, Improving School - Community Contact

A one-of-its-kind program involving Spanish-speaking parents of school children at four South Central Los Angeles elementary schools went into its second year of operation on September 13.

The Florence-Firestone Project, sponsored by the Adult Basic Education Program, Division of Career and Continuing Education, offers parents a chance to learn English--with primary emphasis on improving home-school-community relationships.

Participating in this federally funded program are Florence Avenue School, Lillian Street School, Graham School and Miramonte School. Fremont Community Adult School will assist in teacher coordination and administration of the program.

The program recognizes that Spanish-speaking parents have long encountered difficulty in communicating with school people because of their inability to use or understand English. In attempting to bridge this gap, special school-related lessons have been incorporated into the regular English as a Second Language curriculum.

The program offers morning and evening classes and workshops at the elementary schools. A bilingual counselor will also assist parents with school and community services.

In its first year of operation the program served over 1000 adults who, in addition to learning English, participated in school and civic activities and received individual counseling on school and community resources, citizenship, immigration, health services, etc.

Mrs. Emma Ochoa with a beginning English class at Roosevelt Park Annex.

The program received praise on a local, state, and national level as an outstanding example of schools, citizens, and community resources working together to meet the educational needs of a community.

In evaluating the project, participating school principals reported that the program has evolved a closer spirit of unity and understanding between parents and schools.

Successful techniques resulting from the program will be made available to other Los Angeles schools facing similar problems and will also be made available on a state and national basis.

For further information contact Ruben Zacarias, Project Director, Adult Basic Education Office, 687-4744.

EL PROYECTO FLORENCE-FIRESTONE

Ayudando a Padres de Familia Aprender Ingles, Mejorando Comunicaciones Entre la Escuela y la Comunidad

Un programa singular implicando a los padres de habla española de niños en cuatro escuelas primarias en la sección sur-central de Los Angeles empezó su segundo año de operación el 13 de septiembre.

El proyecto Florence-Firestone, patrocinado por el programa de Educación Básica de Adultos, Division de Carrera y Educación Continua, les ofrece a los padres la oportunidad de aprender inglés con el énfasis principal de mejorar las relaciones entre el hogar-la escuela y la comunidad.

Las escuelas participando en este programa, fondado por el gobierno federal, son Florence Avenue, Lillian Street, Graham y Miramonte.

La Escuela de Adultos Fremont asistirá a los maestros en la coordinación y administración de este programa.

El programa reconoce que los padres de habla española por su inhabilidad de usar y comprender el inglés han encontrado dificultad en comunicarse con el personal de la escuela. Al intentar de aliviar esta dificultad, lecciones especiales relacionadas a los asuntos de la escuela se han incorporado al curso de estudios de Inglés como Segundo Idioma.

El programa ofrece clases por la mañana, y por la noche en las escuelas primarias. Un consejero bi-lingual también asistirá a los padres con servicios de la escuela y de la comunidad.

El programa en su primer año de servicio asistió a más de mil adultos quienes, además de estudiar el inglés, participaron en actividades de la escuela y la comunidad. Fueron aconsejados individualmente de los servicios de la escuela, de la comunidad y de salud, igualmente en asuntos de inmigración y ciudadania.

La Srta. Inelda Morales instruyendo a una clase de principantes en ingles, Lillian Street School.

El programa fue alabado por el gobierno local, estatal, y federal como un ejemplo sobresaliente de los recursos unidos de la comunidad, la ciudadania, y las escuelas trabajando juntos para satisfacer las necesidades educacionales de la comunidad.

Al evaluar el proyecto, los directores de las escuelas participantes informaron que el programa ha desarrollado un espiritú de comprensión y unidad entre los padres y las escuelas.

La técnica que tuvo éxito en este programa será ofrecida a otras escuelas de Los Angeles que se encuentren con problemas similares. También estará disponible estatal y nacionalmente.

Para más informes llamen a Ruben Zacarias, Director del Proyecto, oficina de Educación Básica de Adultos, 687-4744.

Issued by the Public Information Office, Los Angeles City Schools, John A. Gillean, director, 450 N. Grand Ave., Los Angeles, Calif. 90012 (687-4341).

Los Angeles Times

FOR SPANISH SPEAKERS

Project With Twin Purpose

A program aimed at teaching Spanish speaking parents the use of English and, at the same time, improving their contact with their schools is under way in South Central Los Angeles.

The Spanish speaking parents are participants in the federally funded Florence - Firestone Project, sponsored jointly by the Los Angeles City Schools' Adult Education Division and the Los Angeles County Model Neighborhood Program.

Since the project began last September, more than 600 parents in the area have participated, according to Ruben Zacarias, director of the educational part of the project.

The project, he said, helps the parents overcome two main difficulties in communicating with the schools on their children's progress.

Many parents speak only Spanish, he said, and are limited in communicating orally with school people. And today's highly developed educational system has made it necessary to learn a number of specialized school - related words and terms.

Special curriculum has been created to develop parents' skills in speaking, reading and writing English while maintaining their pride in their native language and cultural heritage.

The program is under way for parents of students from four South Central Los Angeles elementary schools: Graham, 8407 S. Fir Ave.; Lillian Street, 5909 Lillian St.; Miramonte, 1400 E. 68th St., and Florence Avenue, 7211 Bell Ave.

Morning and evening classes are conducted Mondays through Thursdays at several community locations, with child care available during the day for mothers with preschool age children.

Day classes meet from 9 a.m. to noon and evening classes are in session from 6:30 until 9:30 p.m. Information about the classes may be obtained by calling Fremont Community Adult School, 778-1651.

Zacarias said he hopes one outcome of the project will be to make the schools the social and cultural centers of their neighborhoods as well as the educational centers.

Funding for the project is being provided under the federal Adult Education Act.

FREMONT COMMUNITY ADULT SCHOOL

ADULT DAY CLASSES

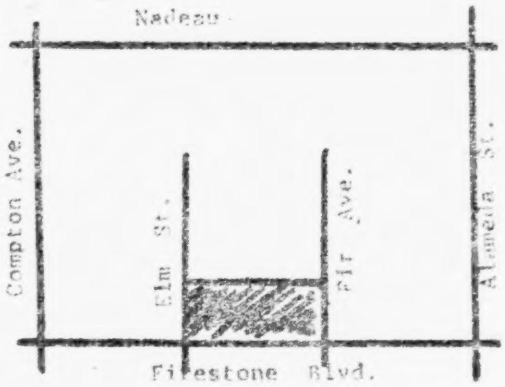
ENGLISH AS A SECOND LANGUAGE

- FREE CLASSES AND BOOKS
- FREE CHILD CARE
- INFORMAL ATMOSPHERE

TIME: 9:00-12:00, Monday thru Thursday

PLACE: GRAHAM SCHOOL
8407 S. Fir Ave.
(Corner of Fir & Firestone Blvd)

REGISTRATION: You can enroll by simply coming to class. Enrollment is open and continuous throughout the year.


Nadeau
Compton Ave.
Elm St.
Fir Ave.
Alameda St.
Firestone Blvd.

Sponsored by the Adult Basic Education Program, Los Angeles City Schools

FREMONT COMMUNITY ADULT SCHOOL

CLASES DE DÍA PÁRA ADULTOS

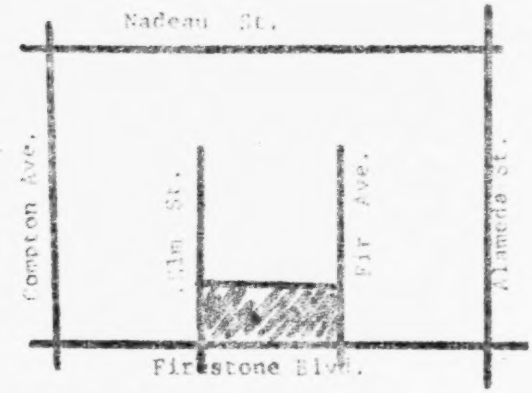
INGLÉS COMO SEGUNDO IDIOMA

- LOS CURSOS Y LIBROS GRATIS
- CUIDADO DE NIÑOS GRATIS
- AMBIENTE INFORMAL

HORARIO: 9:00-12:00, De Lunes a Jueves

SITIO: GRAHAM SCHOOL
8407 S. Fir Ave.
(Esquina Calle Fir y Firestone Blvd.)

MATRICULACIÓN: Se pueden matricular sencillamente con entrar al salon de la clase. Matriculación abierta y contínua durante el año entero.


Nadeau St.
Compton Ave.
Elm St.
Fir Ave.
Alameda St.
Firestone Blvd.

Este programa esta patrocinado por la Oficina de Educacíon Basica de Adultos, Distrito Escolar de la Ciudad de Los Angeles.

FLORENCE AVENUE SCHOOL

anuncia

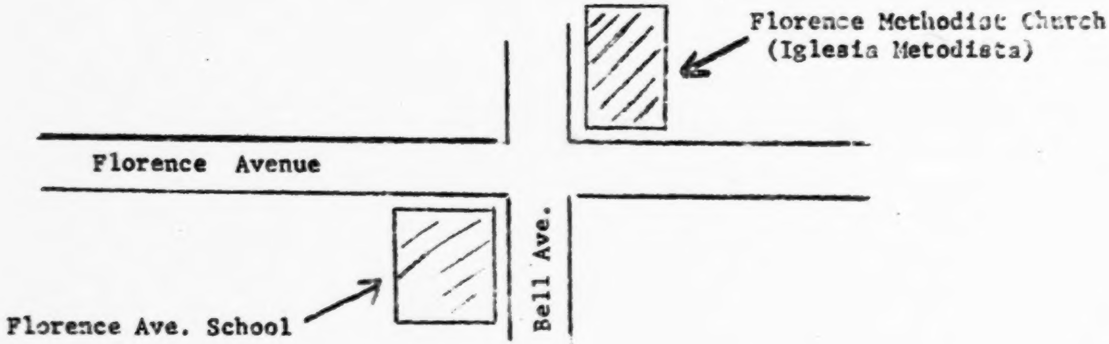
CLASES DE INGLÉS GRATIS

Para adultos de habla Español

- Las clases se ofrecen de lunes a jueves de 9:00 a 12:00 a. m.
- Los cursos y libros son gratis
- Hay cuidado gratis de niños de edad pre-escolar
- La Sra. profesora Andrea Reyna habla español y ademas de enzeñar inglés dara orientaciones sobre los servicios disponibles para adultos y sus niños por parte de agencias del condado.
- Debido a falta de espacio en la escuela Florence las clases se estan ofreciendo en el salon de la iglesia Metodista (en frente de la escuela Florence. 1951 E. Florence Ave.

MATRICULACIÓN TODOS LOS DÍAS

Sencillamente hay que pasar al salon para matricularse con la Sra. Reyna.


Florence Methodist Church
(Iglesia Metodista)
Florence Avenue
Bell Ave.
Florence Ave. School

- El exito de este programa depende en la participación de nuestra comunidad. Por favor avise a sus familiares y amistades de esta oportunidad.

PHASE TWO - IMPLEMENTATION

Phase II - Implementation (September 14, 1970 - June 17, 1971)

July 1, 1971 - September 13, 1971).

Morning and evening ESL classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was made available for the day classes. Eight bi-lingual community school aides assisted teachers in the classroom and with child care.

Enrollment for the classes was exceptional, and exceeded initial expectations. Throughout the entire school year the principals and faculties of the target elementary schools and their PTA and Parent Clubs gave their enthusiastic cooperation to all phases of the project.

Fremont Community Adult School played a key role in the operation of this project. Mr. V. Dane Lowry, Principal, was instrumental in setting up an efficient operational coordination between the adult school, the elementary schools, and the A.B.E. Central Office.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. Standard English as a Second Language text books and teacher-staff prepared materials were also used for instruction.

Parent involvement in school activities was exceptional. Whereas in the past,few parents would attend school meetings, project sponsored school functions were held with the auditoriums filled to overflowing capacity. The elementary school principals reported that a new spirit of unity and understanding had evolved between parents and schools.

According to the principals, the project also had a positive effect on the school children. One principal stated, "Although it is difficult to measure, there is no question that the school children feel much better about school".

Another principal stated, "There is a very noticeable increase in school pride and performance in our children. Seeing their parents involved has created a more 'personal' school relationship".

Social-educational activities played a great role in motivating the adult students. In many instances, the activities presented by the project offered the only social outlet for many people in this low-income community. With bus rental funds received from the Los Angeles County Model Neighborhood Program (Model Cities), field trips were made to museums, civic center, etc. Several trips were coordinated with the elementary schools so that parents and their children could make trips jointly. Social activities also included school dinners, and informal social gatherings at student homes. These varied activities generated a closer neighborhood spirit among families who had never met before.

An unprecedented interest in civic matters was generated. Monthly town hall forums were conducted in school auditoriums where citizens of the community met with civic and community agency representatives to discuss community issues.

Reaction from Mexican-American leaders and organizations was extremely positive. They commended the project for recognizing the many needs of the Mexican-American population in the Florence-Firestone area.

Mr. Arthur Sifuentez, an active community leader, stated, "I wish to commend the Florence-Firestone Adult Basic Education Program for being the first meaningful program ever offered to serve the adult education needs of the Mexican-American community in this area. It has not only offered sorely needed educational opportunities and better home-school relationships for my people -- it has also been instrumental in awakening civic pride and participation in community affairs by Mexican-Americans in this area".

Other communities in Los Angeles County expressed interest in duplicating this project. The adjoining city of Huntington Park invited Ruben Zacarias, Project Consultant, to be the keynote speaker at school-community seminars dealing with the educational problems of the Mexican-American in that community.

A Citizens Study Group from Fullerton, California, visited classes with the hope of duplicating this project in their city.

The Project Consultant also gave orientations on the project concept to parent and teacher groups throughout the Los Angeles City School District.

The Los Angeles County Model Neighborhood Program (Model Cities) served as liaison with many county resources. Community health and social services were made available to the students and their children.

A bilingual counselor assisted parents in school-related matters such as school placement of children, parent-teacher conferences, and educational opportunities for adults. Counseling was also offered regarding community resources, citizenship, immigration, health services, etc. In addition to group counseling for all project classes, over 1,500 students were counseled individually.

The Florence-Firestone Education Project was featured on several local television programs. Articles on the project also appeared in local newspapers and in LA OPINION, the major Spanish language newspaper in Southern California. A teacher-student newspaper, LA VOZ, was published by the project staff. This newspaper featured home-school-community news and other articles written by project teachers and students. In addition to its community outreach, this publication served as an excellent classroom teaching aid.

Periodic progress reports were made to the appropriate Los Angeles City School offices, the State Bureau of Adult Education, the Office of Education, Washington, D. C., and to the Los Angeles County Model Neighborhood Program.

CLASS SCHEDULES AND LOCATIONS

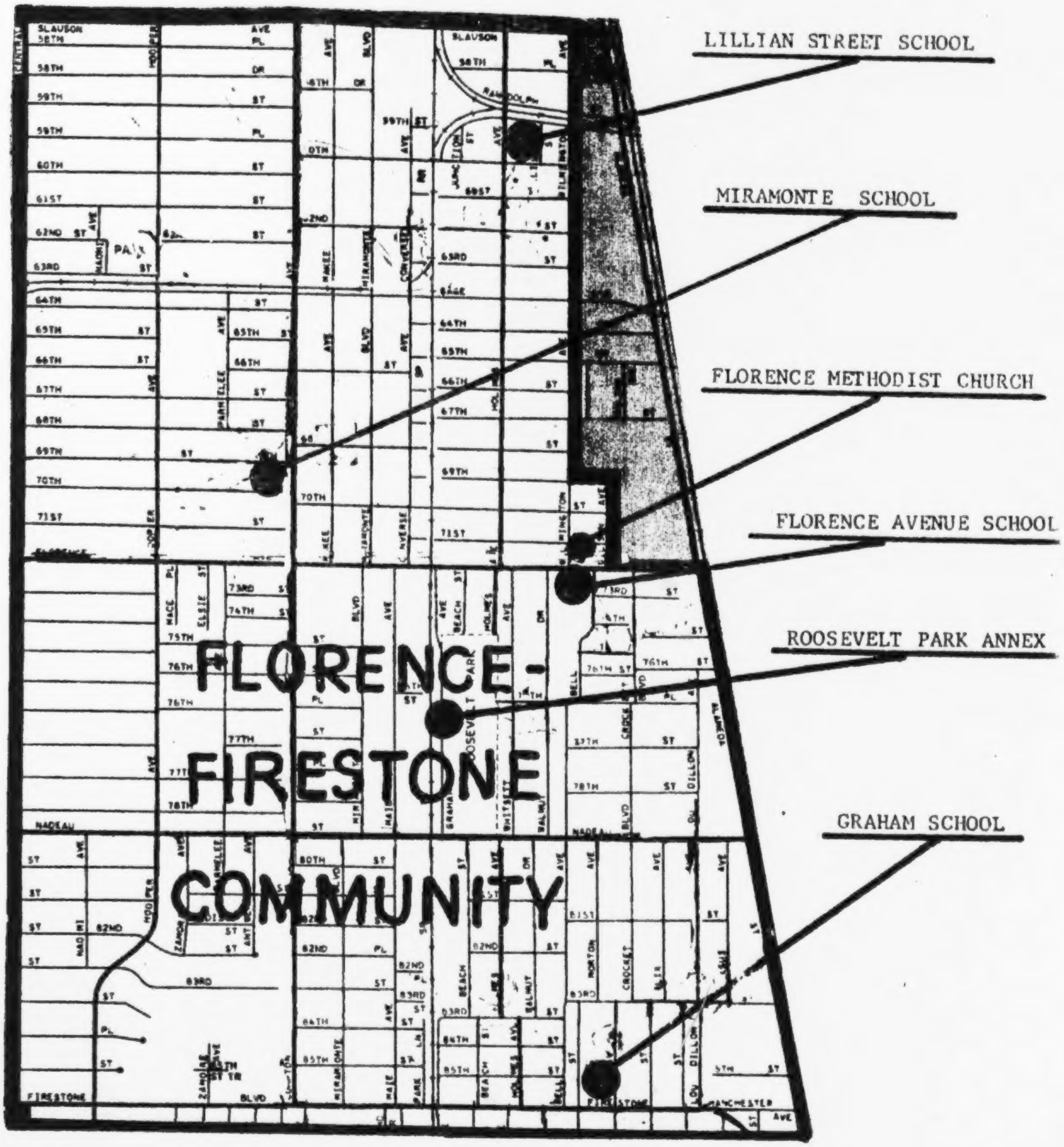
Morning and evening classes were offered at six sites: Florence Avenue School, Lillian Street School, Graham School, Miramonte School, Roosevelt County Park Annex, and Florence Methodist Church. All sites were within easy walking distance for the students.

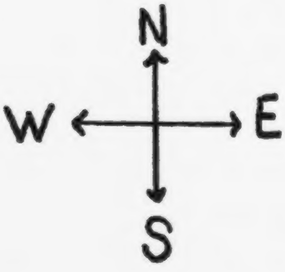
It was found that classes held on school sites were more effective in building home-school communication inasmuch as school resources were more readily available for parent-teacher conferences, school orientations, classroom visits, etc.

Classes were conducted in three-hour sessions, Monday through Thursday. Morning classes were from 9:00 a.m. to 12:00 p.m. Evening classes were from 6:30 to 9:30 p.m.

Recommendations

1. Class sites should be within walking distance for students.
2. Classes should not run more than two and one-half hours per session in order to avoid student fatigue. (See Data Gathering Report)
3. In order to maintain better continuity of instruction, priority in teaching assignments should be given to teachers who are willing to teach either a day or evening class on a four-day per week basis.


LILLIAN STREET SCHOOL
MIRAMONTE SCHOOL
FLORENCE METHODIST CHURCH
FLORENCE AVENUE SCHOOL
ROOSEVELT PARK ANNEX
GRAHAM SCHOOL
FLORENCE-FIRESTONE COMMUNITY



North to South Boundary = 1 3/4 miles
East to West Boundary = Approx. 1 mile
Approximate Spanish-surnamed population = 19,000
(L.A. County Report)

FLORENCE-FIRESTONE PROJECT

CLASS SCHEDULES 1971-72

LILLIAN STREET SCHOOL

(9:00-12:00)
MTWTh
I Morales

(6:30-9:30)
MT
I Arkin
I Valdivia
II Shapiro

(6:30-9:30)
WTh
Rice
Melton
Hemme

MW
Clark (Elem. Subj.)

FLORENCE AVENUE SCHOOL

(6:30-9:30)
MT
I Hyman
I Johnson
I Avila
II Buckner

(6:30-9:30)
WTh
Amaya
Morales
Shaia
Kelley

MW
Crosslin (Elem. Subj.)

FLORENCE METHODIST CHURCH

(9:00-12:00)
MTWTh
I Robbins

ROOSEVELT PARK ANNEX

(9:00-12:00)
MTWTh
I Ochoa

(12:30-3:30)
MTWTh
Ochoa

MIRAMONTE SCHOOL

(9:00-12:00)
MTWTh
I Junger

(6:30-9:30)
MTWTh
Junger

GRAHAM SCHOOL

(9:00-12:00)
MTWTh
I, II Hemme

(6:30-9:30)
MW
I Martinez

(6:30-9:30)
TTh
Legacki

STUDENT PLACEMENT

In the first year no specific placement test was given to enrollees. Consequently, students with varying knowledge of the English language were found in the same classrooms. This situation created extreme learning difficulties for some and lack of interest in others - the end result oftentimes creating "dropouts".

In the second year, a simple placement test was administered to students during the first week of school and they were placed in one of three levels - beginning, intermediate or advanced.

The test administered by teachers and aides reduced the placement problem to a great degree.

Recommendation

1. A simple student placement test should be administered so that students can be placed in class levels commensurate with their abilities.

ESL PLACEMENT TEST

Placement Guide

Zero or one correct answers-All in same room (Level I)

Two and Three correct answers - Level 1

Four and Five correct answers - Level 2

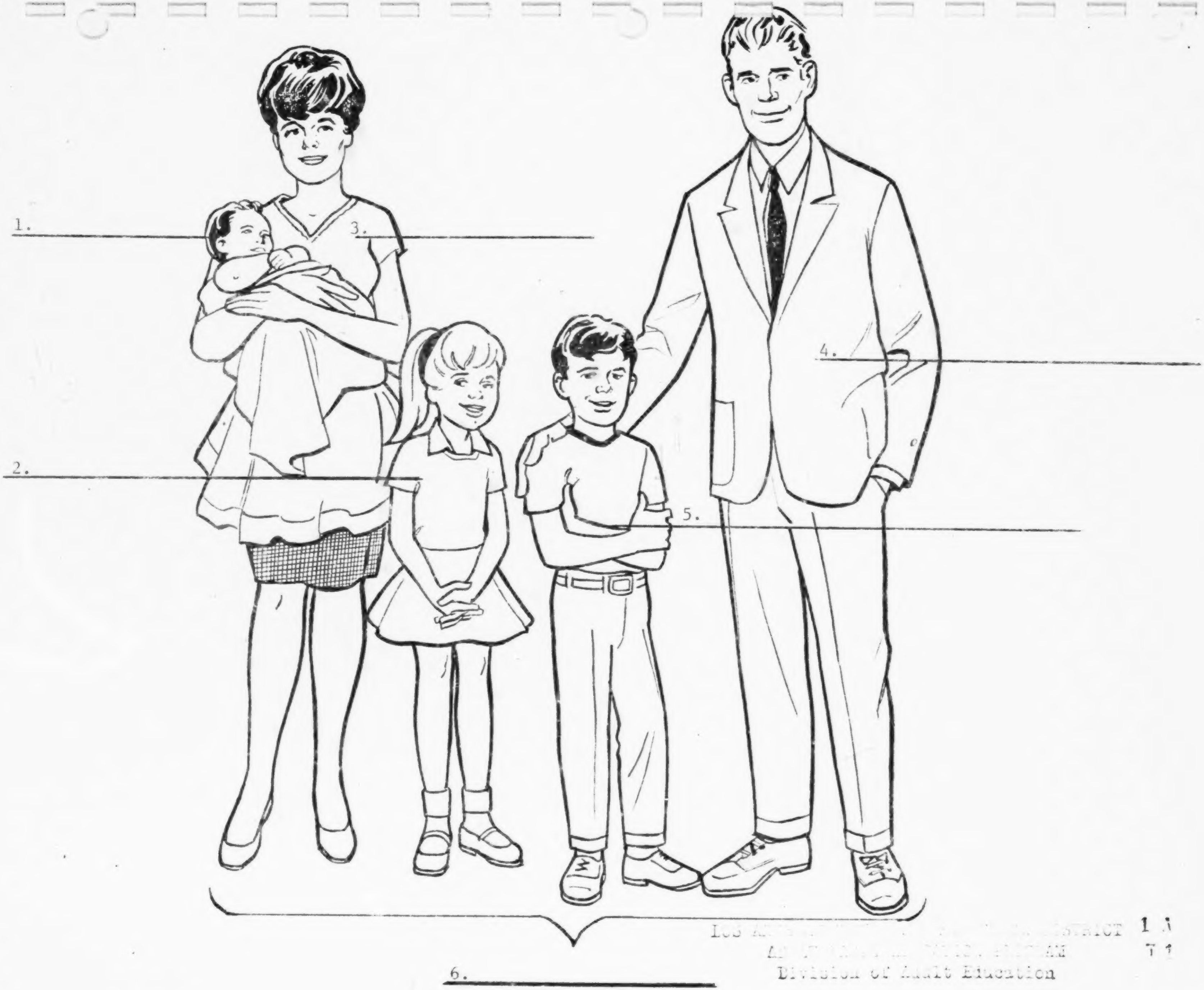
Six and Seven correct answers - Level 3

Eight or more - Level 4

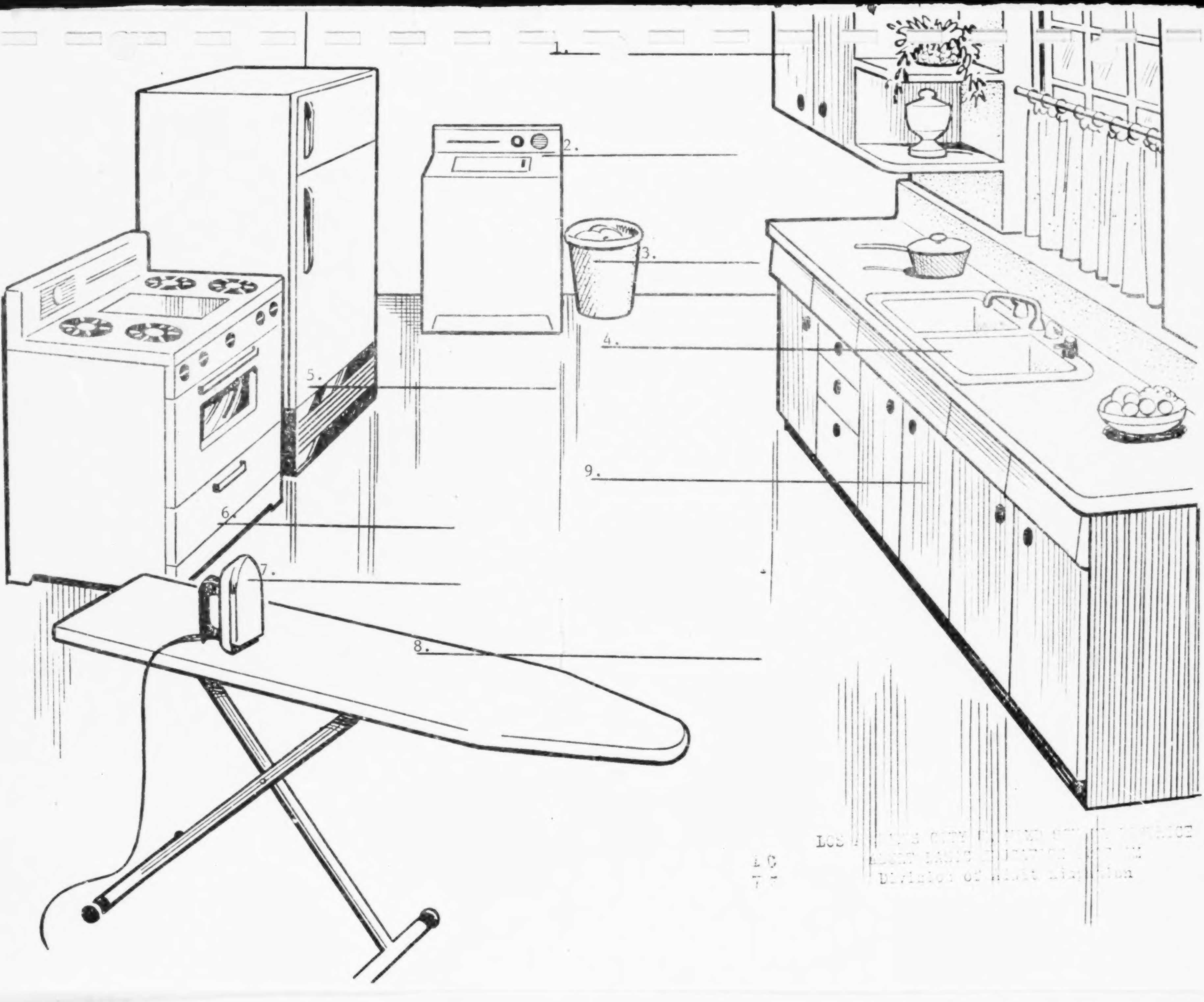
1. What's your name?
2. Where do you live?
3. Transparency 1A T1

   What's the mother (father) doing?
4. What country are you from?
5. How did you come to the United States?

   Transparency 1C T5 or 1C T7
6. Name four things you see in the picture.
7. How long have you lived in Los Angeles?
8. How do you think that SMOG can be controlled?
9. What would you do if someone gave you $100?
10. What does "not for internal use" on a bottle mean?



LOS A[illegible] DISTRICT 1 [illegible]
A[illegible] T 1
Division of Adult Education



LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
ADULT BASIC EDUCATION PROGRAM
Division of Adult Education

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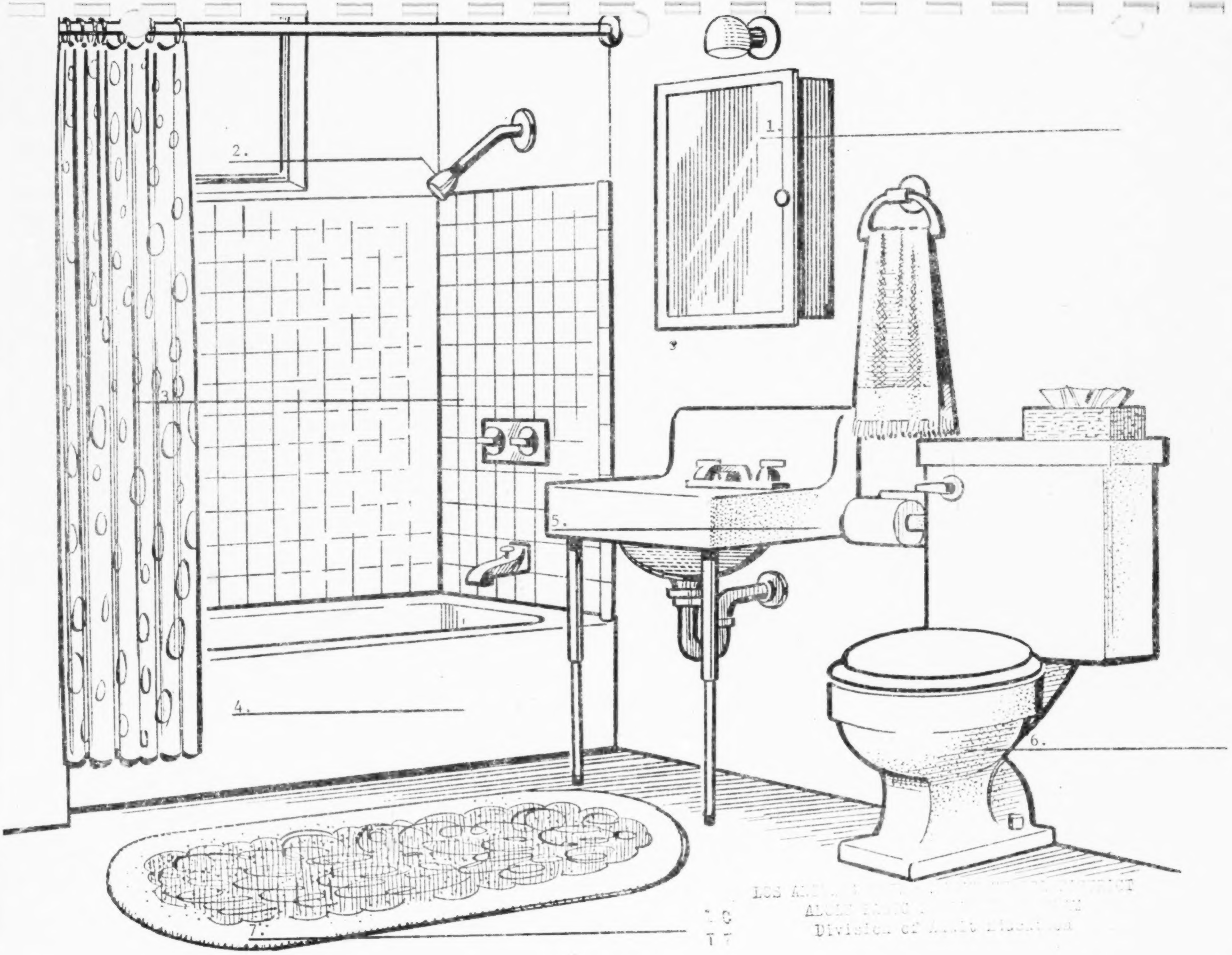

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ADULT [illegible]
Division of Adult Education

ATTENDANCE

Because attendance is voluntary, one must accept a fluctuation in attendance throughout the school year. At the same time one should be cognizant of some major factors that affect attendance:

1. Temporary or permanent shift in working hours.
2. A new job obtained.
3. Fatigue after work day.
4. Personal problems.
5. Too much time away from family.
6. Lack of baby sitter.
7. Personal or family illness.
8. Fear of the neighborhood.
9. Movedfrom the neighborhood.
10. Inclement weather.
11. Christmas and other holiday preparations.
12. Ethnic holiday celebrations.
13. Visits to their native country.
14. Other friends in class stopped coming.
15. Instruction level too easy or too difficult.
16. Class hours too long.
17. The class was too large.
18. Not enough individual attention.
19. Lack of diversity in instruction.
20. Lack of teacher rapport with students.

Recommendations

1. Students should periodically be made aware of other class locations, hours, and instruction levels so that any changes required by students can hopefully be accommodated.
2. Any student absent more than three days in a row should be immediately contacted by phone, mail, or in person. This can be done by the teacher, educational aide or an elected class officer. The longer one delays in contacting the absentee, the poorer the chances will be of retrieving him.
3. Teachers should periodically take the time to ascertain student needs and desires regarding instruction. This can be done via informal discussions or written evaluations.
4. The teacher must create rapport with students.

CURRICULUM

The audio-lingual approach to teaching English was stressed by the teachers, and instruction was centered around project lessons.

During the summer of 1970, a part-time writer and the Project Consultant developed seventy specialized lessons in home-school-community communications skills. These lessons were reproduced in quantity and put into classroom use. Evaluation input showed that many lessons were considered too difficult for beginning English students. This evaluation data was gained from lesson rating sheets used by teachers for each lesson. The rating sheet was based on a 1 to 5 evaluation scale with specific comments required.

For the second year, it was decided to divide the lessons into two components: lessons 1 to 35 would be used for beginning ESL students and lessons 36 to 70 would be used for the intermediate and advanced levels.

The first 35 lessons were revised -- for simpler vocabulary, dialogue, and drills. Also, the vocabulary in these revised lessons was written bilingually for easier comprehension by the beginning level students. Performance objectives and student tests were also incorporated into each of the lessons.

The concept of providing all-inclusive lesson units - containing the lesson, the performance objective, and the student test - was found extremely valuable in establishing specific goals for the teachers and students to achieve.

All 70 lessons are based on the method of instruction which stresses language learning through situationally oriented dialogues -- emphasizing the listening, speaking, reading, and writing approach, in that order. The majority of these lessons deal with home-school communication. The balance deal with community resources.

School related forms such as report cards, health forms, trip slips, etc., were also incorporated into the instruction.

Bilingual materials were enthusiastically received by teachers and students.

In addition to specialized materials, the following standard textbooks were used in the classroom:

1. English Step By Step With Pictures - Robert J. Dixson (Simon and Schuster)
2. Microwave Course in ESL (For Spanish Speakers), Book I Harding - DeLisle-Escorcia (Lincoco Corp.)
3. English: Your New Language, Book I - Bernardo-Pantell (Silver Burdett Co.)
4. Lado English Series, Books I, II, and III - Robert Lado (Simon and Schuster)

Recommendations

1. Performance objectives should be written for each leaflet lesson.
2. School related forms, vocabulary, and materials should be translated and reproduced in Spanish. This bilingual approach will make the learning of technical school terminology much easier for the student.
3. Parent workshops should be provided regarding local school staffs, school curriculum, grading systems and procedures.
4. In addition to home-school communication skills, ESL instruction should relate to other areas considered extremely important by students, such as employment, community resources, etc.
5. A bilingual list of specific discussion questions should be designed to assist parents in conferences with their youngster's teachers.

FLORENCE-FIRESTONE PROJECT
Adult Basic Education

Resource Leaflet Lesson Request Form for: "Building Communication Skills: Home-School-Community"

Teacher:____Date Requested:__________

PLEASE CIRCLE THE LESSON NUMBER REQUESTED AND SPECIFY QUANTITY DESIRED

Lesson
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Please send this order via U.S. or school mail to:

Adult Basic Education
1200 Cornwell Room 103
Los Angeles, California 90033

NAME

MID-SEMESTER MARKS

GRADE____________________

SEMESTER ENDING____________________

SCHOOL____________________

PRINCIPAL____________________

PROGRESS IN KNOWLEDGE AND SKILLS

		Mid-Semester Mark
READING (lectura)		
ENGLISH	SPOKEN LANGUAGE (inglés oral)	
	WRITTEN LANGUAGE (inglés escrito)	
HANDWRITING (caligrafía)		
SPELLING (deletreo)		
MATHEMATICS (matemáticas)		
GEOGRAPHY (geografía)		
HISTORY (historia)		
CIVICS (estudios civicos)		
SCIENCE (ciencia)		
ART (arte)		
MUSIC (música)		
PHYSICAL EDUCATION (educación física)		

EXPLANATION OF MARKS

A—Outstanding B—Very Good C—Satisfactory
D—Needs to Improve F—Unsatisfactory

A - sobresaliente, excelente

B - muy bueno

C - satisfactorio

D - necesita mejorar

F - deficiente

PROGRESS IN SCHOOL ADJUSTMENT

Mid-Semester Mark

EFFORT (esfuerzo) ☐

Tries to do his best

WORK HABITS (habítos de trabajo) ☐

- Listens attentively
- Follows directions
- Works independently
- Works cooperatively with other pupils
- Completes assignments promptly and neatly
- Makes good use of time

CITIZENSHIP (comportamiento, respeto al derecho ~~de otros~~) ☐

- Accepts responsibility
- Respects authority
- Respects rights and property of others

RECORD OF ATTENDANCE (asistencia)

NUMBER OF DAYS PRESENT (días presente)	
NUMBER OF DAYS ABSENT (días ausente)	
NUMBER OF TIMES TARDY (veces tarde)	

TEACHER'S SIGNATURE

MID-SEMESTER PERIOD ____________________

PARENT'S SIGNATURE (firma de padre de familia)

TEACHER TRAINING - ORIENTATION

A teacher in-service was given prior to the beginning of classes (and at mid-term) each school year. In 1972 teachers also attended a special weekend workshop on Performance Objectives. In addition, teachers attended ABE-ESL workshops presented by professional organizations in the Los Angeles area.

The teacher consultant conducted in-service sessions at school sites where teachers shared ideas on the use of teaching aids, ESL games, etc. At these sessions teachers also had the opportunity to create teaching aids with material provided by staff.

Group and individual meetings between the teacher consultant and teachers were held weekly - before and after class time. At these meetings methodology, student problems, community, and school issues, etc., were discussed.

Throughout the year, teachers were provided with background information regarding community services available to students and materials relating to the history and culture of the Mexican-American.

Recommendations

1. More teacher in-service sessions should be offered throughout the year on a paid basis.
2. The services of community and professional experts should be made available at in-service meetings.
3. Workshops should be offered where teachers will have the opportunity to create teaching aids and materials.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
ADULT BASIC EDUCATION
450 NORTH GRAND AVENUE, ROOM G-353
BOX 3307, LOS ANGELES CALIFORNIA 90054
FLORENCE-FIRESTONE PROJECT

School Name : ____________________

Teacher's Name: ____________________

Date: ____________________

IN-SERVICE MEETING QUESTIONNAIRE

In order to plan in-service education meetings that will be most relevant to your needs, we are asking that all of the participants in the program become actively involved in that planning.

Would you please complete the following questionnaire and return it to our office as soon as possible.

1. Are there any kinds of meeting formats that you feel would be most effective with our group?

. Is there any particular area of involvement in our project that you would like to be expanded upon in the meetings, i.e, academics, human relations, etc.?

3. Are there any speakers you would like to hear?

4. What are some of the ways you feel the in-service time can best be utilized?

ABE 125 If Necessary, use other side for further comments.

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Two Cultures Influence Mexican-Americans

BY RUBEN SALAZAR
Times Columnist

The U.S.-Mexican border, or la frontera, is an 1,800-mile long, virtually imaginary line of barbed wire fencing, an undergrowth of mesquite or chaparral and an easily forded river.

Orators, both American and Mexican, like to describe the border separating their countries as one of the two only such unfortified frontiers in the world, the other being the U.S.-Canadian border.

To many Americans living in the Southwest and to many Mexicans living in northern Mexico, however, the border is symbolic of the negative differences between the two nations.

Americans who know only the shady aspects of the border towns think of Mexico as a place where they can enjoy doing what is not allowed at home—but would be shocked, the morning after, if such goings-on were allowed in "America."

Mexicans not lucky enough to be among the Latin affluent think of the American border towns as gold mines where nuggets can be picked off the streets. And when they discover this is not true, they blast the Americans as exploiters, unmindful that they had created their own false image of the United States.

These superficial and inaccurate concepts of both countries help only to widen the understanding gap between two peoples who are so close geographically and in many other ways so far apart.

That may help explain why Mexican-Americans can feel a deep and agonizing ambivalence about themselves.

They can love the United States for reasons Mexicans can not understand, while loving Mexico for reasons Americans can not understand.

Being a Mexican-American, a wag once said, can leave you with only the hyphen.

On the United States' other border there are no such esoteric considerations.

Canadians may conceivably feel bitter about the fact that the British Empire lost the 13 colonies but this chauvinism is tempered by knowing that, after all, Canadians and Americans communicate easily and enjoy more or less the same material goods.

Chauvinistic Mexicans, however, are very cognizant of the fact that Mexico lost what is now the American Southwest to the United States in the Mexican-American War which even Gen. Ulysses S. Grant called "unfair."

Mexicans like to argue that if the United States had not "stolen" half of Mexico's territory, Mexico would be as rich as the United States is now. This historical controversy, now for the most part taken lightly, might have disappeared altogether by now, it is said, if Mexicans and Americans spoke the same language on both sides of the border and so understood each other better.

Yet, many Mexican-Americans in the Southwest, who speak both languages and admire both countries, feel strangely foreign in their own land.

Members of other minorities—Italians, Irish, Poles, etc.—often wonder why Mexican-Americans have not been able to assimilate as well as they have.

They tend to forget that Italy, Ireland, Poland, etc., are oceans away from the United States while Mexico is very much in evidence to the Southwest's eight million or so Mexican-Americans.

This makes it difficult for the Mexican-American to think of Mexico in the abstract as, for instance, Irish-Americans might think of Ireland.

The problems of Mexico are and will remain relevant to the Mexican-American. Relations between Mexico and the United States can affect the Mexican-American in the Southwest materially and emotionally.

In the border areas, for instance, the large number of Mexicans crossing the international line every day to work in the United States can directly affect the economic lives of Mexican-Americans, who must compete with this cheap labor.

Projects such as Operation Intercept, a crackdown on dope smuggling across the Mexican border, hurt the pride of Southwest Mexican-Americans who feel the United States is trying to blame Mexicans for a problem which is to a large extent uniquely "Anglo."

The border may indeed be unfortified, but it separates two peoples who created the Mexican-American—a person many times tormented by the pull of two distinct cultures.

AIDS TO PRONUNCIATION

Spanish is a very phonetic language. The pronunciation of each vowel and consonant remains constant in any combination of letters. Thus, with the help of a few basic rules of pronunciation one can sound out correctly any Spanish word.

1. **Vowel sounds** (Stress black face syllables.)

a —as in father—**a**la, **A**na, **ca**sa, **sa**la

e —as in let—el, pa**pel**, pa**red**

i —as in machine—si, **si**lla, **tin**ta, sin

o —as in obey—**don**de, flor, **pon**go, som**bre**ro

u —as in rude—**u**na, **plu**ma, **mu**la, **bu**rro

2. **Consonants**—Most Spanish consonant sounds are similar to English.

b and **v** are pronounced alike in Spanish, with lips pressed **lightly** together—Ha**ba**na, **vi**da, voy, **va**mos, **be**bo

c —(before **e** or **i**)—like **s**—cen**ta**vo, **cin**co, **cen**tro, **di**ce

c —(in any other combination)—like **k**—ca**mi**no, **co**mo, **cu**ra, **cla**se

d —pronounced softer in Spanish—like **th** in **though**—**na**da,**ma**dre, us**ted**, pa**red**

g —(before **e** or **i**)—like **h**—**gen**te, gene**ral**, gi**ta**na

g —(in any other combination)—like **g** in **go**—**ga**to, **go**rra, **gus**to, **gue**rra (**u** is silent in **gue**), gui**ta**rra (**u** is silent in **gui**), in**glés**

h —is always silent—**ho**ra, **ha**blo, hoy, **has**ta

j —like **h** in **Ha!**—**ba**ja, **jun**to, **hi**jo, Jo**sé**, La **Jo**lla

ll —like **y** in **yes**—**si**lla, me **lla**mo, La **Jo**lla

ñ —like **ny** in ca**nyon**—ma**ña**na, **a**ño, **ni**ño

q —always followed by **u**—pronounced like **k**—qué—quién—**quie**ro

r —trilled slightly—**pa**ra, tres, **trein**ta

rr—trilled strongly—**pe**rro, ca**rre**ta

x —(before vowel)—as in English[1]—e**xa**men, e**xac**to, **é**xito

x —(before consonant)—like **s**—**Tax**co, expli**car**, **ex**tra

y —like Spanish **i**—y, muy, hay

z —like **s**—diez, **lá**piz, fe**liz**, za**pa**to, ca**be**za

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[1] México—**x** pronounced like **h** (Aztec word).

CLASSROOM DIRECTIONS

Come in	Pase usted (Ud.) (to one person) Pasen ustedes (Uds.) (to more than one person)
Come here	Venga Ud. aquí Vengan Uds. aquí
Go to your seat	Vaya Ud. a su asiento Vayan Uds. a su asiento
Go to the principal	Vaya Ud. al director (m), a la directora (f) Vayan Uds. al director, or a la directora
Go outside, please	Vaya Ud. afuera, por favor Vayan Uds. afuera por favor
Slower	Más despacio
Be quiet, please	Silencio, por favor
Go home	Vaya Ud. a casa Vayan Uds. a casa
Go to the office	Vaya Ud. a la oficina Vayan Uds. a la oficina
Go to the nurse	Vaya Ud. a la enfermera Vayan Uds. a la enfermera
Walk slowly	Camine Ud. despacio Caminen Uds. despacio
Faster	Más aprisa or de prisa
Pay attention, please	Atención, por favor

It is common courtesy in Spanish to include "Por favor" (Please) before or after commands.

CLASSROOM DIRECTIONS (continued)

Sit down	Siéntese Ud. Siéntense Uds.
Stand up	Levántese Ud. Levántense Uds.
Bring me	Tráigame Ud. Tráiganme Uds.
Tell me	Dígame Ud. Díganme Uds.
Give me	Déme Ud. Dénme Uds.
Repeat	Repita Ud. Repitan Uds.
Put	Ponga Ud. Pongan Uds.
Out loud	Más fuerte, or en voz alta
Close	Cierre Ud. Cierren Uds.
Open	Abra Ud. Abran Uds.
It's all right	Está bien
Very good	Muy bien, or Qué bueno!
We are going to speak English	Vamos a hablar Ingles
Answer in English	Conteste Ud. en Ingles
We are going to count	Vamos a contar

Usted normally not used as it is implied.

SUMMARY OF USEFUL QUESTIONS

Pupils must learn to formulate questions if they are to initiate conversations. The summary of useful questions given below includes the basic patterns which may be used with any unit of vocabulary presented in the Guide.

How are you?	**¿Cómo está usted?**
What is your name?	**¿Cómo se llama usted?**
What is this?	**¿Qué es esto?**
What does (the puppy) say?	**¿Qué dice (el perrito)?**
What is (the house) like?	**¿Cómo es (la casa)?**
What is the color of (the paper)?	**¿De qué color es (el papel)?**
What do you have?	**¿Qué tiene usted?**
Who has (the book)?	**¿Quién tiene (el libro)?**
What do you wish?	**¿Qué quiere usted?**
Who wants (the pencil)?	**¿Quién quiere (el lápiz)?**
How many (friends) have you?	**¿Cuántos (amigos) tiene usted?**
How much does it cost?	**¿Cuánto cuesta(n)?**
Where is (John)?	**¿Dónde está (Juan)?**
Where are (the boys)?	**¿Dónde están (los muchachos)?**
Where do you live?	**¿Dónde vive usted?**
Where are you going?	**¿Adónde va usted?**
What day is today?	**¿Qué día es hoy?**
Do you like (the apple)?	**¿Le gusta (la manzana)?**
Do you like (oranges)?	**¿Le gustan (las naranjas)?**
What are you doing?	**¿Qué hace usted?**
What time is it?	**¿Qué hora es?**
What date is today?	**¿Qué fecha es hoy?**
How is the weather?	**¿Qué tiempo hace?**
Are you cold (hot)?	**¿Tiene usted frío (calor)?**
Are you hungry (thirsty)?	**¿Tiene usted hambre (sed)?**
Who is absent?	**¿Quién está ausente?**
Who knows?	**¿Quién sabe?**
How does one say (cousin)?	**¿Cómo se dice (cousin)?**

EXPRESSIONS OF COURTESY

The most common expressions of courtesy should be familiar to all pupils studying Spanish. A few of these expressions are presented at each grade level throughout the Guide. They are here summarized for easy reference by the teacher.

Good morning, hello	**Buenos días**
How are you? (to one person)	**¿Cómo está usted?**
How are you? (to more than one)	**¿Cómo están ustedes?**
Fine, thank you	**Bien, gracias**
Good afternoon or good evening	**Buenas tardes**
Good-bye	**Adiós**
Until I see you again	**Hasta la vista**
Until tomorrow	**Hasta mañana**
Thank you	**Gracias**
You are welcome	**De nada, por nada**
You are welcome	**No hay de qué**
Excuse me	**Dispénseme usted**
Pardon me	**Perdóneme usted**
Excuse me (when about to do something)	**Con permiso**
Please	**Por favor**
Please give me	**Favor de darme**
Please stand	**Favor de levantarse**
Please sit down	**Favor de sentarse**
Please go to the blackboard	**Favor de ir a la pizarra**
Please open the door	**Favor de abrir la puerta**
Please close the window	**Favor de cerrar la ventana**
Gladly, certainly	**Con mucho gusto**
What a pity! That's too bad!	**¡Qué lástima!**
All right	**¡Está bien!**
Good!	**¡Bien!**
Good! or Fine!	**¡Bueno!**
I am delighted, happy	**Me alegro**
I am sorry	**Lo siento mucho**

COMMUNITY AWARENESS

Vital to effective teaching and counseling is knowing the community, its problems, resources, etc. To know the community means to walk through it, up and down the blocks, observing what one sees, and talking and listening to the people one meets. Following are some guidelines for learning about any community:

Sociological Factors

1. What is the general ethnic composition of the community (neighborhood), for example the racial and nationality composition?
2. What would you say about income level: poor, moderately well-off, wealthy?
3. Is the neighborhood composed of people of all ages or does one age level seem to stand out?
4. Who are the leaders in the neighborhood? Why are they leaders?

Determining the Problems

1. Find out attitudes of people toward the neighborhood, the people in it, and the city.
2. Identify the key problems of the neighborhood as seen by you and as stated by various people you meet and talk to.
3. What are the views of people about the solutions to the problems?

The Physical Plan

1. What does the neighborhood look like physically?
    a. The appearance of the buildings: in good shape, need repair, old or new?
    b. The appearance of the streets and sidewalks: well-kept, dirty, garbage around, junk scattered about?
2. What kinds of community facilities exist in the neighborhood?

   a. Are schools, churches, recreation facilities, community centers, colleges, police and fire stations, etc. available?
   b. Are people of all ages, ethnic groups, and both sexes served by the available community facilities?

The Social Structure

1. What organizations exist in the community? Are there active social, religious, and political organizations that meet regularly in the neighborhood or is most of such activity conducted outside of the neighborhood? Are there community action organizations?
2. What kinds of government bodies exist in your neighborhood?

Techniques For Learning About Your Community

1. What is meant by community?
   a. Take a walk, observe, and take notes on what you see.
   b. Talk to people and listen to what they say. Speak to from ten to twenty persons who live or work in the neighborhood.

   Some can be friends, but some should be strangers. Some should be young (16), young adults, middle-aged, elderly. Some should be natural leaders (people other people think highly of and consult about problems) and formal leaders (a local political official, a principal, a clergyman).
2. Ask these people about their views of the community, the major problems they think exist, and the kinds of solutions that might be tried.
3. Find out from a local newspaper, local library branch, or other agency if some written material already exists about the neighborhood which might help you in your analysis.

PARENT SCHOOL-COMMUNITY ACTIVITIES

One of the major goals of this project was to encourage more parent participation in the activities of their children's school. Past school and PTA records showed little school involvement on the part of Spanish-speaking parents. Through project and community efforts a reversal of this trend was effected.

School meetings were held with "standing room only" participation by Spanish-speaking parents. All meetings were conducted in English and Spanish (a running translation of the English dialogue was given in Spanish). School principals reported an upsurge in parent-teacher conferences.

It was found that most parents had never visited "in-session" elementary classrooms. Thus, classroom tours and visits were organized. Parent reaction to these class visits was extremely enthusiastic.

Social and civic activities were important factors in promoting parent involvement and better home-school-community relations. Several all-day "Community Fiestas" were held on school grounds. These weekend functions featured student-prepared Mexican dinners, ethnic-cultural entertainment, recreation for children, live music, and social dancing for adults.

Educational field trips to museums, libraries, Civic Center, and other points of interest were also organized. For many students these educational tours were their first opportunity to travel outside of the neighborhood.

Civic participation was encouraged through monthly town hall forums conducted in school auditoriums. Adult students met with civic, law enforcement, and community agency representatives to discuss community issues. These meetings resulted in important benefits for the Spanish-speaking community. For example, Spanish-speaking deputies were assigned to the Firestone Sheriff's Substation. More bilingual personnel was added to the local Department of Public Social Services (DPSS).

Mexican-American community leaders stated that these social and civic activities were very effective in promoting better home-school-community relations.

Although it is difficult to measure the effect of parent involvement in relation to a child's school achievement, the principals strongly emphasized that parent involvement had made an extremely positive impact on the children -- particularly in the attitudinal area.

Recommendations

Working closely with school administrators, faculties, PTA, and Parent Clubs, the following steps should be taken to encourage more parent participation in their children's school.

1. All school announcements and bulletins should be printed in English and Spanish.
2. Whenever possible, guest speakers and resource personnel should be bilingual -- or translators provided.
3. In the case of parent-teacher conferences, bilingual teacher aides or PTA members should be used for needed translating.
4. Educational field trips should be organized.
5. Adult social and civic activities should be encouraged.
6. In order to project a true spirit of community endeavor, community organizations should be invited to participate in school functions.

7. Availability of social, cultural, and civic activities in low-income areas is usually very minimal. The school should become the social and cultural, as well as academic, center of the neighborhood.

INVOLVEMENT IS MESSAGE TO PARENTS

In what was described as the largest turnout of parents for a single meeting, more than 200 mothers and fathers at the Lillian Street Elementary School heard educators last March 11 call for their increased involvement in the student-school relationship of the Florence-Firestone community.

At a filled auditorium with standing room only, the audience listened raptly as Dr. Rosalio Muñoz, Director of Pupil Services and Attendance for Los Angeles City Schools, emphasized the need for Spanish speaking parents to become more involved in the schools of their children. Dr. Muñoz, the guest of honor, also stressed the advantages of their learning English through the adult education classes

Ed Reynolds, principal of the Lillian Street School, welcomed the parents and said:

"The turnout of parents for this meeting was the largest in the history of our school. This meeting, conducted totally in Spanish, represents a giant step in bringing our non-English speaking parents into direct involvement with their school and their children's education."

Rubén Zacarias, project consultant in adult basic education for the project, told the group that, "The school should be the social and cultural center of the neighborhood," and that by attending adult education classes, "the parents would more directly influence the children's attitudes in education."

He traced in depth the accomplishments of the F-F education project and described the character of workshop type ESL classes which are part of the overall program

After the program Zacarias stated: "This meeting showed how the coordinated resources of our school system, working hand in hand with the community, can inspire positive parent-school communication. I commend all the school and community people for setting a wonderful example for other schools to follow."

INTERESTED VISITORS—These adults from the Florence-Firestone project are visiting the children who are studying English As a Second Language at the Lillian Street School's day class. The group toured the primary grade class last March 7 and learned first-hand how the Spanish-speaking children are taught to read and to speak.

Last March 2 Spanish-speaking parents of children in the two bilingual classes at Lillian Street School were guests at the "Parent Coffee Hour." The meeting was conducted totally in Spanish and the parents met with Bert L. Durst, principal; Mrs. Esperanza Gutierrez, advisory council secretary; Miss Miyeko Heishi, program coordinator and Ruben Zacarias, Adult Basic Education consultant. At these weekly meetings parents have informal discussions with the school staff and then visit their children's classrooms where they sit at their children's side and assist them with their class work.

STANDING ROOM ONLY SCENE AT FLORENCE
More Than 300 Met To Become More Involved

PARENTS ASSIST IN QUAKE VOTING

More than 40 parents have volunteered to be block and precinct workers for the upcoming School Earthquake Safety Bond Election May 25 in Los Angeles.

They were part of a standing room only audience of over 300 who met last March 30 in the Florence Avenue School auditorium to discuss ways of getting the more than 500 children in the Florence-Firestone community back on a regular school session. These children now are on half-day sessions at Florence. They were forced on half day sessions by the closing of the large brick classroom building which was built before 1933. The brick structure no longer meets current school building standards.

During the meeting, conducted in Spanish and English, the audience saw slides of some of the damage done to city schools by the Feb. 9 earthquake.

Leaders at the meeting expressed gratification at the general support voiced by the attendants.

Commenting on the community's desire to raise money, Norbert White, Florence Avenue School principal, said:

"I am proud of our parents' attitude to do the job themselves. However, the great amount of money needed would prohibit the community from raising the funds."

Ruben Zacarias, consultant for the Florence-Firestone Adult Basic Education Project, praised the audience for its concern in community affairs and for its interest in becoming involved in efforts to get the children off the half-day sessions.

He indicated that additional adult classes and discussion groups could be set up at Florence in whatever areas of concern the community desired.

Modesto Guzman, another speaker at the meeting, and chairman of the Florence Avenue Parent Advisory Council, commended the parents on their enthusiastic turnout.

"This is one of the most successful meetings ever held at our school," he said.

A prominent figure in the entertainment world, Mrs. Angie Stockwell, star of the popular children's TV program, "Angie's Garage," also addressed the gathering.

She spoke to the group about the value of parents and community participation on issues facing the schools.

The entire faculty of Florence Avenue School was present at the event and entertainment was provided by students from all grade levls in songs and dances.

TV Outing

In a rare entertainment experience last April 14 about 50 English as a Second Language students from two Florence-Fierstone schools witnessed the taping of the popular television show, "The Newlywed Game" at the studios of ABC-TV (Ch. 7).

The studios provided bus transportation for the pupils of Lillian Street School and the adult ESL class at Graham School and their families.

The students were accompanied by Mrs. Sondra Hemme, teacher of both the day class at Graham and a night class at Lillian and by her brother, Mark Shapiro, who also teaches ESL at night at the Lillian school.

"One of the best things about the trip," said student Mrs. Teresa Azuela, "was being together with everyone on the bus. We sang, joked, laughed and had a great time."

Johnny Jacobs, announcer for the program, spoke to the students before the show began. The visitors appeared pleased that Jacobs tried to converse with them in Spanish as well as in English.

Other students commented on the interesting and funny questions asked the four newlywed couples. Other students said they thought Master of Ceremonies Bob Eubanks was very handsome.

Those students from Lillian attending the show include: Ofelia Sifuentes, Rosario Sifuntes, Raul Mejia, Teresa Sifuentes, Leo Amezcua, Arturo Jacobo, Connie Hernandez, Antonio Amezcua, Cesarea Amezcua and Victoria Jacobo.

Also Guadalupe Velazquez, Jesus Gonzales, Rosalina Barajas, Gonzalo Morales, Salvador Sanchez, Maria Gonzalez, Jose Luis Ruiz, Carlos Morales, Evangelina Mendez, Raquel Gonzalez, Francisco Villanueva, F. O. Villanueva, Lorenzo Corona and Aurelio Cardinaz.

Also Juan Martinez, Margarita Cordova, Martha Gutierrez, Virgia Castro and Antonio Cardinas.

From Graham there were: Maria Dominguez, Manuela Mejia, Dolores Estrada, Salud Dominguez, Teresa Aviles and her son Alberto, Enedina Casas and her daughters, Maria, Elena and Cano.

Also Virginia Cano Casas and her son Richard Cano Casas, Teresa Azuela, Jacobo Azuela, her husband and their grandson, Tony Moreno, Stella Rivas and her daughter Nina Rivas, Yolanda Carlin, Sofia Valadez and Thelma Ellis.

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6 Students in KNXT Debut

Six English As A Second Language (ESL) students from the Florence-Firestone Adult Community School Project will be making their debut on television Saturday, April 3, from 7-7:30 a.m.

The three women and three men, will appear on a half-hour program on KNXT (Channel 2), as part of an educational type series called "New Words, New Ways." The show was taped last February.

The students who will participate in this program include Mrs. Amalia Negrete, Esteban Orozo and Alfonao Celis, all from the Lillian Street School; Miguel Andrade from the Florence Avenue School and Mrs. Teresa Azuela and Mrs. Dolores Estrada from the Graham Elementary School.

Support Pledged For Case Workers

More Spanish speaking case workers in social service may be hired in the Florence-Firestone community.

At an open community meeting last March 12, sponsored by the Community Action Service Organization (CASO), Dr. Peter Young, director of the Department of Public Social Services (DPSS) for the F-F area, said he would pledge his full support to add more bilingual case workers for the area.

He also requested that a citizen's committee from the area should be formed to help him in selecting these Spanish speaking case workers.

Also at the meeting was Charles D. Grindell, field deputy for County Supervisor for the Second District, Kenneth Hahn.

Both Young and Grindeli listened to citizen complaints and answered questions from the floor. They thanked the F-F area persons who attended the meeting for bringing the issue of more case workers to their attention and commended the group for their civic action.

Students Become U.S.A. Citizens

In recent ceremonies under the auspices of the United States government four Lillian Street day school students, studying English as a second language (ESL), were granted American citizenship.

La Voz takes pleasure in congratulating the former citizens of Mexico on their new status.

Those who were granted citizenship include Mrs. Esperanza Ortiz, Mrs. Florencia Kelsey, Mrs. Amada Vasquez and Mrs. Victoria R. Loera.

The students are participants in the Florence-Firestone Community Adult Education Project.

A MESSAGE TO STUDENTS AND TEACHERS

When the 1971-1972 school year opened last September you probably noticed that as teachers and adult students in the Los Angeles school system you are now part of the Division of Career and Continuing Education.

Well, only the name has been changed — from the Adult Education Division.

The purposes and objectvies in teaching and learning English as a Second Language are still the same.

In the second year of the Florence-Firestone project you, as parents, can continue to expect the highest standards of instruction in your new language so that you may participate in the life of your community with greater rewards and satisfaction.

Through the addition of new teaching techniques in ESL and through the expansion of the Florence-Firestone counseling services it is hoped that you will find it easier to communicate with your children's teachers and principals, and that the learning of English will enrich your lives at home.

The teachers of the Florence-Firestone project and the counseling staff are here not only to instruct you in English but to help you wherever possible outside the school in your daily lives. All that is expected of you is the willingness to learn and improve.

We welcome you who are new to the Florence-Firestone project and we welcome back those who started with us last year.

—Abram Friedman, Asst. Superintendent
Division of Career and Continuing Education

Senior Citizens Get OK

The Los Angeles City Recreation and Parks Department has issued a Certificate of Affiliation to the newly-formed Florence Senior Citizens Club for Spanish-speaking adults.

Sponsored by the Florence-Firestone Project, a group of adults over 50 years of age, met at the Lillian Street School recently and elected five officers to serve the organization.

The officers include Octaviano Loera, president; Constancio Vasquez, vice-president; Mrs. Agnes Flores, secretary; Mrs. Esperanza Gutierrez, treasurer and Juan Quiñones, social chairman.

Mario Knez, A.B.E. Counselor for the Florence-Firestone educational project, is the advisor to the group. The organization meets the first and third Wednesday of each month at 1 p.m. at the Lillian Street School.

By FLORENCE WALKER
Daily Signal Staff Writer

"We do not wish to live in fear, to be scoffed at by people with condescending attitudes. We want to be productive, that's why we're here."

"The Mexican-American community is now together and thinking in more sophisticated fashion regarding education and political representation."

These were only two of many statements of commitment uttered last night by Mexican-Americans following an enlightening — to some — meeting of some 200 residents of Huntington Park and adjacent cities.

The outcome was that urgent requests were made that another "sensitivity" session be held as soon as possible with emphasis on having more Mexican-Americans present and more community representatives in addition to the large number of professional educators who attended last night's meeting.

The dinner meeting at the Southeast YMCA was spearheaded by the Huntington Park Complex of Public Schools, a group composed of representatives from all public schools in the city and including principals, teachers, parents and community leaders.

Theme

Sam Sampson, complex president, noted the meeting's theme was "La Comunidad Habla" (The Community Speaks) and said, "As long as people in the community are willing to speak and as long as we have leaders who are willing to listen, we can accomplish something. I hope the bridges over the gaps become smaller and smaller until they disappear."

Sampson introduced special guests including Dr. Julian Nava, president of the Los Angeles Board of Education, who spoke briefly before having to leave for another meeting.

Ruben Zacarias, educational director of the Florence-Firestone project, was the keynote speaker. The federally funded experimental project is designed to teach English as a second language to youngsters with Spanish surnames.

At Bottom

"The Mexican-American is at the bottom of the economical, political and educational rung of the ladder," Zacarias, a teacher-consultant with the Los Angeles schools, declared. "One of the problems not understood is that we can have assimilation and still have self-identity.

"That means pride in your culture and heritage, not being ashamed of your name," Zacarias continued. "The Mexican-American wants to be an American first but also wants to keep that pride in his culture and heritage."

Zacarias concluded, "We're now at the crossroads. We can take the path of working together to work positive action. Or there are people who will take the other path involving chaos. I caution you to respect others' rights. We have all the ingredients to make this a better community for everyone."

The gathering then split into six group seminars in

DAILY SIGNAL
SERVING THE GREATER SOUTHEAST COMMUNITY
BELL—BELL GARDENS—COMMERCE—CUDAHY—DOWNEY—HUNTINGTON PARK
LYNWOOD — MAYWOOD — SOUTH GATE — VERNON — WALNUT PARK
Friday, May 7, 1971 B-1

COUNSELING

One of the most productive outcomes of the project was the unique social work-counseling service offered to the students.

It was found that because of the language barrier and lack of counseling in their native tongue, many Spanish-speaking parents were unaware of the many school resources available to assist them and their children with school-related problems. The language problem, compounded by socio-economic difficulties, placed many students and their families in frustrating life situations.

In order to help resolve this situation, a bilingual counselor assisted parents with matters such as school placement of children, parent-teacher conferences, PTA Child Clinic services, etc. Counseling was also offered regarding community resources, citizenship, social agency services, etc.

In addition to group counseling for all project classes, over fifteen-hundred students were counseled individually. The counselor serviced all class sites on a rotating basis. Monthly schedules were distributed to all teachers and students informing them of the counselor's daily school location and counseling hours. Students could either wait for the counselor to visit their class (as per schedule) or in an emergency could contact him at any of the other school sites.

The counseling service was a most effective instrument in changing the "impersonal" image of the involved schools, and in making the community see the schools as "a friend" that they could turn to for guidance and assistance.

Recommendations

1. A bilingual social worker-counselor be employed on a full-time basis.

2. The counselor should systematically feed back information to the teachers regarding student profiles so that teachers will have a better understanding of student makeup and needs.
3. Emphasis should be placed on ascertaining the academic needs of the adult so that he can be programmed toward obtaining an 8th grade certificate, high school diploma, or citizenship.
4. Teachers should be fully aware of the counseling services and community resources available to their students.
5. Teachers should encourage students to use the counseling services. Often, because of pride or fear, students are hesitant to seek help.
6. Students should be made aware of available community resources, i.e., health clinics, legal aid, etc. This can be done through group orientations and via mimeographed clinic schedules, list of community agencies, etc. This information should be printed in English and Spanish.
7. Group orientations should be given regarding the many school district resources available to help youngsters, i.e., PTA, Child Clinics, Pupil Services and Attendance assistance, aid for emotionally and physically handicapped children, etc. Professional experts from various school district departments should be made available to explain their services to students (in English and Spanish).

GROUP AND INDIVIDUAL COUNSELING SERVICES MADE AVAILABLE TO STUDENTS IN THE FLORENCE-FIRESTONE PROJECT

A. Family Counseling and Referrals

  1. Marital Counseling
  2. Conflicts between parents and children
  3. Other family problems

B. Financial Counseling and Referrals

  1. Referral to social and state agencies for financial aid
  2. Employment referrals
  3. Consumer Education
  4. Obtaining food stamps
  5. Income tax preparation
  6. Social Security benefits

C. Educational Counseling and Referrals

  1. Vocational training referrals
  2. Obtaining high school diplomas
  3. Placement of children in school
  4. Orientation on available adult school programs

D. Health Counseling and Referrals

  1. Orientation and referrals to community health centers, resources, and services
  2. Medicare
  3. Mental illness and retardation

E. Obtaining Citizenship

  1. Orientations
  2. Processing

F. Immigration Counseling and Referrals

  1. Orientations
  2. Processing
  3. Suspension of deportation
  4. Emigrating relatives
  5. Change of status
  6. Student visas

6. Legal Aid

  1. Consumer fraud
  2. Translation of documents
  3. Referral to Public Defender, Small Claims Court, etc.

FLORENCE-FIRESTONE PROJECT
ADULT BASIC EDUCATION PROGRAM
LOS ANGELES CITY SCHOOL DISTRICT

Monthly Counseling Statistics (1970-1971)

Major Counseling Areas	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Totals
1. Citizenship Inquiries	4	2	6	7	5	4	3	--	31
2. Immigration Inquiries	25	34	19	23	20	16	5	--	142
3. Employment Inquiries	30	50	52	30	30	26	27	16	261
4. Community Resource Referrals	40	60	90	20	28	18	11	8	275
5. Educational Inquiries	16	21	15	12	17	11	18	12	122
6. Health Services Inquiries	20	19	24	16	14	12	6	2	113
7. Legal Inquiries	12	7	23	12	9	7	3	1	74
Total Counseling Services	147	193	229	120	123	94	73	39	1018

FLORENCE-FIRESTONE PROJECT
ADULT BASIC EDUCATION PROGRAM
LOS ANGELES UNIFIED SCHOOL DISTRICT

Monthly Counseling Statistics (1971-1972)

Major Counseling Areas	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Totals
1. Citizenship Inquiries	4	9	8	2	3	15	7	3	4	55
2. Immigration Inquiries	36	19	35	20	90	48	15	16	13	292
3. Employment Inquiries	50	40	42	56	31	22	21	25	20	307
4. Community Resource Referrals	70	59	46	35	63	55	40	43	14	425
5. Educational Inquiries	28	32	25	22	25	12	19	13	24	200
6. Health Services Inquiries	43	51	32	38	42	32	23	34	18	313
7. Legal Inquiries	30	16	18	15	35	15	14	12	7	162
Total Counseling Services	261	226	206	188	289	199	139	146	100	1754

FLORENCE-FIRESTONE PROJECT
ADULT BASIC EDUCATION PROGRAM
LOS ANGELES CITY SCHOOL DISTRICT

MONTHLY COUNSELING REPORT FEBRUARY 1972

	From Individuals	From Agencies
1. Citizenship Inquiries	15	
2. Immigration Inquiries	48	
3. Employment Inquiries	22	
4. Ethnic Nationality Community Inquiries	2	
5. Community Resources Referrals	55	
6. Educational Inquiries	12	
7. Health Service Inquiries	32	
8. Legal Inquiries	15	
9. Other (specify) Phone calls	60	
TOTAL	261	
TOTAL OF BOTH		

OTHER ACTIVITY:

Groups conducted; meetings attended; training, etc.

2 home visits.
3 hospital visits.
10 students helped with car transportation.
5 meetings with Immigration & Naturalization Agencies.
1 Florence Spanish-speaking Senior Citizens Club Meeting.
1 Head Counselors Meeting.
4 meetings with Community Services Center Agencies.
2 letters secured from Archbishop Fund for Charity for obtaining free hospitalization for students.
12 Citizenship forms filled out.
2 Derivative of Citizenship Processing initiated.
4 American Identification Cards obtained.
2 children enrolled in school.
6 I-130 Immigration Forms filled out.
1 conference with Los Angeles County Public Defender regarding school-immigration problems.
2 meetings at Florence-Firestone Sheriff Substation

SCHEDULE FOR STUDENT COUNSELING

by
MR. MARIO KNEZ
Telephone: 687-4744

APRIL 3 - APRIL 6, 1972

DAY CLASSES

Thurs. - 6	FLORENCE METHODIST CHURCH 9:00 - 10:30 a.m.	GRAHAM SCHOOL 10:30 - 12:00 p.m.

NIGHT CLASSES

	LILLIAN STREET SCHOOL	MIRAMONTE SCHOOL
Mon. - 3	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Tues. - 4	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Thurs. - 6	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

APRIL 10 - APRIL 13, 1972

DAY CLASSES

Tues. - 11	MIRAMONTE SCHOOL 9:00 - 10:30 a.m.	ROOSEVELT PARK 10:30 - 12:00 p.m.
Thurs. - 13	LILLIAN STREET SCHOOL 9:00 - 10:30 a.m.	FLORENCE METHODIST CHURCH 10:30 a.m. - 12:00 p.m.

NIGHT CLASSES

	FLORENCE AVENUE SCHOOL	GRAHAM SCHOOL
Mon. - 10	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Tues. - 11	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Thurs. - 13	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

APRIL 17 - APRIL 20, 1972

DAY CLASSES

Tues. - 18	GRAHAM SCHOOL 9:00 - 10:30 a.m.	ROOSEVELT PARK 10:30 a.m. - 12:00 p.m.
Thurs. - 20	LILLIAN STREET SCHOOL 9:00 - 10:30 a.m.	FLORENCE METHODIST CHURCH 10:30 a.m. - 12:00 p.m.

NIGHT CLASSES

	LILLIAN STREET SCHOOL	MIRAMONTE SCHOOL
Mon. - 17	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Tues. - 18	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Thurs. - 20	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

APRIL 24 - APRIL 27, 1972

DAY CLASSES

Tues. - 25	ROOSEVELT PARK 9:00 - 10:30 a.m.	GRAHAM SCHOOL 10:30 a.m. - 12:00 p.m.
Thurs. - 27	LILLIAN STREET SCHOOL 9:00 - 10:30 a.m.	FLORENCE METHODIST CHURCH 10:30 a.m. - 12:00 p.m.

NIGHT CLASSES

	FLORENCE AVENUE SCHOOL	GRAHAM SCHOOL
Mon. - 24	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Tues. - 25	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Thurs. - 27	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

HORARIO DE ENTREVISTAS

SR. MARIO KNEZ
Telefono: 687-4744

APRIL 3 - APRIL 6, 1972

CLASES DIURNAS

Jueves - 6	FLORENCE METHODIST CHURCH 9:00 - 10:30 a.m.	GRAHAM SCHOOL 10:30 a.m. - 12:00 p.m.

CLASES NOCTURNAS

	LILLIAN STREET SCHOOL	MIRAMONTE SCHOOL
Lunes - 3	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Martes - 4	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Jueves - 6	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

ABRIL 10 - ABRIL 13, 1972

CLASES DIURNAS

Martes - 11	MIRAMONTE SCHOOL 9:00 - 10:30 a.m.	ROOSEVELT PARK 10:30 a.m. - 12:00 p.m.
Jueves - 13	LILLIAN STREET SCHOOL 9:00 - 10:30 a.m.	FLORENCE METHODIST CHURCH 10:30 a.m. - 12:00 p.m.

CLASES NOCTURNAS

	FLORENCE AVENUE SCHOOL	GRAHAM SCHOOL
Lunes - 10	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Martes - 11	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Jueves - 13	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

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Martes - 25	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.
Jueves - 27	6:30 - 8:30 p.m.	8:30 - 9:30 p.m.

BE WISE ....

BE CAREFUL ....

REMEMBER

1. Many times the articles which are sold to you at your home are more expensive and of less quality than those offered in stores.
2. Take at least two days to think it over before buying. A reliable salesman will gladly return.
3. Before buying from a salesman at home compare prices for the same article in different places.
4. Do not sign until you know the total price. The contract might include interest, insurance, and other costs which will raise the price.
5. Buy only what is absolutely necessary.
6. Protect yourself---its' your money! Save and spend it with care!

REMEMBER ---------- NEVER BE AFRAID TO SAY NO!!!

The following agencies are the most active in matters dealing with consumer fraud. If you are not sure of which agency to contact any of the below agencies will direct you to the appropriate one.

Better Business Bureau
417 S. Hill St.
Los Angeles, California 90013
Telephone: 627-6305

Consumer Complaint Center
2820 Whittier Blvd.
Los Angeles, California 90023
263-6768

Small Claims Court
110 N. Grand, Rm. 426
Los Angeles, California
Telephone: 625-8146

Department of Consumer Affairs
107 S. Broadway Rm. 7117
Los Angeles, California 90012
Telephone: 620-4360

Public Defender
211 W. Temple St. Rm. 402
Los Angeles, California 90012
Telephone: 629-2451 Ext. 82426

Bureau of Consumer Affairs
Room 848, City Hall
Los Angeles, California 90012
Telephone: 485-4682

SEA INTELIGENTE....

SEA PRECAVIDO....

RECUERDE

1. Muchas veces los artículos que le venden en su casa son mas caros y de calidad inferior que los que se ófrecen en el comercio.

2. Tome por lo menos dos dias para pensar en su compra. Un vendedor de confianza volverâ con mucho gusto.

3. Antes de comprar a un vendedor en su casa compare los precios del mismo artículo en diferentes lugares.

4. No firme hasta que Ud. sepa el precio total. El contrato puede incluir intereses, seguros, u otros costos que le aumentarán el precio.

5. Compre lo estrictamente necesario.

6. Protejase bien, solamente a Ud. le cuesta ganar su propio dinero. Ahorre y gastelo con medida.

RECUERDE .... NUNCA TEMA DECIR NO!

Las siguientes agencias son las mas activas en asuntos referentes a fraudes contra el consumidor. Si Ud. no esta seguro a cual dirigirse, cualesquiera de estas le indicara la agencia apropiada.

Buro de Mejores Negocias
(Better Business Bureau)
417 S. Hill St.
Los Angeles, California 90013
Telefono: 627-6305

Se habla español

Centro de Quejas del Consumidor
(Consumer Complaint Center)
2820 Whittier Blvd.
Los Angeles, California 90023
Telefono: 263-6768

Se habla español

Corte de Reclamos Menores
(Small Claims Court)
110 N. Grand, Sala 426
Los Angeles, California
Telefono: 625-8146

Se habla español cuando tienen personas disponibles.

Departamento de Asuntos del Consumidor
(Department of Consumer Affairs)
107 S. Broadway Sala 7117
Los Angeles, California 90012
Telefono: 620-4360

Se habla español

Defensor Publico
(Public Defender)
211 W. Temple St. Sala 402
Los Angeles, California 90012
Telefono: 629-2451 Ext. 82426

Se habla español

Buro de Asuntos del Consumidor
(Bureau of Consumer Affairs)
Rm. 848, City Hall
Los Angeles, California 90012
Telefono: 485-4682

Se habla español

CENTRO DE SALUD DE FLORENCE-FIRESTONE
8019 COMPTON AVE.
TELEFONO - 583-9031

HORARIO DE NUESTRA CLINICA !!!!

	DIA	HORARIO
CLINICA FAMILIAR	Jueves y Viernes	8:30 - 10:00 a.m.
	Lunes y Miercoles	12:30 - 3:00 p.m.
	Lunes y Martes	5:00 - 9:00 p.m.
CLINICA DENTAL	Lunes y Viernes	8:30 - 10:00 a.m.
	Lunes, Martes y Jueves y Viernes	12:30 - 3:00 p.m.
CLINICA PEDIATRICA	Lunes	8:30 - 10:00 a.m.
	Jueves y Viernes	12:30 - 3:00 p.m.
CLINICA PARA MUJERES	Martes	12:30 - 3:00 p.m.
	Miercoles	5:00 - 9:00 p.m.
OFICIALES de SALUD	Martes	8:30 - 10:00 a.m.
	Jueves	12:30 - 3:00 p.m.
PLANEAMIENTO FAMILIAR	Martes y Lunes	8:30 - 10:00 a.m.
ATENCION PRENATAL	Jueves	8:30 - 10:00 a.m.
	Martes y Miercoles	12:30 - 3:00 p.m.
CLINICA de SALUD PARA NIÑOS	Lunes y Viernes	8:30 - 10:00 a.m.
	Miercoles y Viernes	12:30 - 3:00 p.m.
CLINICA de ENFERMEDADES VENEREAS	Miercoles	8:30 - 10:00 a.m.
	Lunes	12:30 - 3:00 p.m.
CLINICA y DIAGNOSTICO PARA TUBERCULOSIS	Miercoles	8:30 - 10:00 a.m.
CLINICA; PARA DROGA ADICTOS	Lunes y Viernes	5:00 - 9:00 p.m.

OTROS SERVICIOS: Servicios Para Cuidar Enfermos
Educación de Salud Publica
Salud Publica y Trabajo Social
Servicios de Inspeccion de Sanidad

PARA SOLICITAR CITA, LLAME O

VENGA A ESTA OFICINA ! ! ! !

FLORENCE-FIRESTONE HEALTH CENTER
8019 COMPTON AVE.
TELEPHONE - 583-9031

TIME TO NOTE OUR NEW CLINIC TIMES ! ! ! !

	DAY	REGISTRATION TIME
FAMILY CARE CLINIC	Thurs. & Fri.	8:30 - 10:00 p.m.
	Mon. & Wed.	12:30 - 3:00 p.m.
	Mon. & Tues.	5:00 - 9:00 p.m.
DENTAL CLINIC	Mon. Thurs. & Fri.	8:30 - 10:00 a.m.
	Mon. Tues. & Thurs. Fri.	12:30 - 3:00 p.m.
PEDIATRICS CLINIC	Monday	8:30 - 10:00 a.m.
	Thurs. & Fri.	12:30 - 3:00 p.m.
WOMEN'S CLINIC	Tuesday	12:30 - 3:00 p.m
	Thursday	5:00 - 9:00 p.m.
HEALTH OFFICERS	Tuesday	8:30 - 10:00 a.m.
	Thursday	12:30 - 3:00 p.m.
FAMILY PLANNING CLINIC	Mon. & Tues.	8:30 - 10:00 a.m.
PRENATAL CLINIC	Thursday	8:30 - 10:00 a.m.
	Tues. & Wed.	12:30 - 3:00 p.m.
CHILD HEALTH CLINIC	Mon. & Fri.	8:30 - 10:00 a.m.
	Wed. & Fri.	12:30 - 3:00 p.m.
VENERAL DISEASE CLINIC	Wednesday	8:30 - 10:00 p.m.
	Monday	12:30 - 3:00 p.m.
CHEST CLINIC	Wednesday	8:30 - 10:00 a.m.
DRUG ABUSE CLINIC	Mon. Thur. & Fri.	5:00 - 9:00 p.m.

OTHER SERVICES:
- Public Health Nursing
- Public Health Education
- Social Work
- Sanitation Inspection Services

CALL OR COME IN FOR AN APPOINTMENT TODAY !!!!

Los Angeles City Unified School District

DIVISION OF ADULT EDUCATION
ADULT BASIC EDUCATION PROGRAM
450 NORTH GRAND AVENUE, LOS ANGELES, CALIFORNIA
(213) 625-8911, EXT. 2741 ROOM G-355
MAILING ADDRESS: BOX 3307, LOS ANGELES, CALIFORNIA 90054

WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Adult Education

March 29, 1971

Mr. Joe Romes
3241 Athol Street
Baldwin Park, California 91706

Dear Mr. Romes,

I spoke to Mrs. Lydia Sierras regarding your problem with non-repairs to your automobile. She tells me that there is an excellent chance that she can get you legal satisfaction through her contacts.

Mrs. Sierras speaks English and Spanish fluently and can be reached at the Watts Service Center, 10925 So. Central Avenue. Her telephone number is 567-1151, extension 213.

Please call for an appointment to see her.

Let me know how things work out as I want to be of complete service to you.

Sincerely yours,

Ruben Zacarias, Consultant
Adult Basic Education Program

RZ/ag

PHASE THREE - DATA GATHERING

PROJECT EVALUATION

The Project Evaluation Committee was composed of three Mexican-American residents of the Florence-Firestone Community. All three are parents of school age children, and active in school and community affairs affairs in the Florence-Firestone area.

The Committee was asked to evaluate key categories on a 1 to 5 scale with 5 being the highest and 1 being the lowest. The following are category evaluations scores:

1.	ESL growth observed in students	4.5
2.	Teachers' rapport with students	5
3.	Teachers' ESL methodology	4
4.	Adequacy of lessons	4.2
5.	Attitude of students toward school	5
6.	More active participation by students in their children's school	4.7
7.	More active use of school and community services by students and their families	5

SUMMARY OF EVALUATION COMMITTEE

We, the members of the Evaluation Committee, made our evaluation based on many classroom visits and discussions with students, teachers, and staff throughout the year.

We feel that the students have really profited from their instruction. Many are recent immigrants and the Project offered them their first opportunity to learn English. Students thought highly of the instructional emphasis on speaking and dialogue. Teacher-prepared charts, games, and other teaching aids were also very effective.

The revised lessons were very well received by the students. The lesson formats were effective in that they offered students the opportunity to speak, read, and write. The bilingual vocabulary sections are excellent in that it makes it easier for the students to learn technical school vocabulary.

The Project is to be commended for selecting teachers sensitive to more than just the educational needs of the students. Teachers displayed genuine interest and concern for the personal welfare of their students and worked closely with the counselor to help solve many student problems.

The Project was most effective in helping parents relate to their schools. Using school sites for counseling and project-sponsored social, community and civic activities helped create a more personal feeling for the schools. More of these activities are needed.

Encouragement by teachers and staff played an important part in getting parents to participate in school activities. Although most students had previously never attended a school function or visited their child's classroom, the majority had at least one parent-teacher conference and all attended at least two school functions during the year. There was definitely more school participation on the part of parents because of better exposure and understanding of the schools.

The counseling services offered by the Project was one of the most effective ways of getting parents to relate to their schools. Almost 100% of the students received counseling assistance. The bilingual orientations and printed bulletins made many people aware of school and community resources for the first time. It is important that this type of counseling service be continued.

There is no question that this Project is a successful model that should be duplicated throughout the school district where we have Spanish-speaking parents. To the teachers and administrators we say, "Well done."

Mr. Edward Sanchez, P.T.A. President
Mrs. Esperanza Gutierrez, Advisory Council Member
Mrs. Leticia Hernandez, Housewife

RESULTS OF STUDENT QUESTIONNAIRE REGARDING VARIOUS ASPECTS OF THE PROJECT

I. Under the question, "What did you like most about the program?" students listed four main areas regarding favorable impressions.

   A. Almost all comments were appreciative of the opportunity to attend classes.

   B. All were appreciative of the program specifically recognizing the needs of the Mexican-American community, particularly in developing community pride and more communication with their children's schools.

   C. All comments expressed strong appreciation for the services of the bilingual counselor.

   D. Almost all appreciated the bilingual materials used in the classroom.

II. The students, under the question, "What did you like least about the program?" listed four main areas as to their dislikes.

   A. Students of varying abilities were placed in the same classroom.

   B. At times teachers were teaching "over the heads" of the students.

   C. Lack of a full summer program to follow through with the knowledge gained during the year.

   D. Classes were too long (3 hours).

III. The students selected teacher qualities that they valued in importance. The top five, in order of the most responses, were as follows:

   A. A teacher who can explain things so that everyone understands.

   B. A teacher who is truly concerned with the welfare of his/her students.

   C. A teacher who knows the subject very well.

D. A teacher who enjoys his/her job.

E. A teacher who motivates and encourages each student.

The students did not express a strong ethnic preference for their teachers; it was emphasized in most responses that they were more concerned with teacher abilities.

IV. Analysis of class attendance showed that classes taught by one instructor on a 4-day per week basis had less absenteeism and "dropouts" than classes taught by alternating teachers. The "holding power" of the 4-day per week teachers seemed to bear out the contention that students prefer the continuity of one instructor.

A. Students considered the 3-hour sessions too long. Night students claimed that they were very tired after working all day. Mothers in the morning classes claimed that they had to be home before noon to prepare lunch for their school children. This concensus was borne out by teacher and consultant observation: by 9:00 p.m. most students would leave the classroom.

B. Students preferred one teacher teaching on a 4-day basis. They felt that different teachers on alternate days could not maintain continuity of instruction.

C. Their second choice was for teachers who would teach two consecutive days (Monday - Tuesday or Wednesday - Thursday).

D. Their last choice was for classes scheduled on alternate days (Monday - Wednesday or Tuesday - Thursday).

SUMMARY OF RECOMMENDATIONS

Phase I - Planning

1. Priority in teacher selection should be given to:
   a. Teachers who have a proven background in ESL expertise at the adult level.
   b. Teachers who display awareness of the cultural patterns of the Mexican-American.
2. For purposes of ethnic and cultural identification (an important factor) the program should include teachers of Mexican or Latin American extraction.
3. It is suggested that a clerk-typist be added in order to assist the clerk-stenographer. It is also suggested that office personnel be bilingual.
4. Saturation advertising, using as many mediums as possible, create the most effective results.
5. Using the available community resources and organizations to promote classes is indispensable.
6. Insofar as possible, all advertising should be presented in Spanish as well as English.

Phase II - Implementation

1. Class sites should be within walking distance for students.
2. Classes should not run more than two and one-half hours per session in order to avoid student fatigue. (See Data Gathering Report)
3. In order to maintain better continuity of instruction, priority in teaching assignments should be given to teachers who are willing to teach either a day or evening class on a four-day per week basis.

4. A simple student placement test should be administered so that students can be placed in class levels commensurate with their abilities.
5. Students should periodically be made aware of other class locations, hours, and instruction levels so that any changes required by students can hopefully be accommodated.
6. Any student absent more than three days in a row should be immediately contacted by phone, mail, or in person. This can be done by the teacher, educational aide or an elected class officer. The longer one delays in contacting the absentee, the poorer the chances will be of retrieving him.
7. Teachers should periodically take the time to ascertain student needs and desires regarding instruction. This can be done via informal discussions or written evaluations.
8. The teacher must create rapport with students.
9. Performance objectives should be written for each lesson.
10. School related forms, vocabulary, and materials should be translated and reproduced in Spanish. This bilingual approach will make the learning of technical school terminology much easier for the student.
11. Parent workshops should be provided regarding local school staffs, school curriculum, grading systems and procedures.
12. In addition to home-school communication skills, ESL instruction should relate to other areas considered extremely important by students, such as employment, community resources, etc.

13. A bilingual list of specific discussion questions should be designed to assist parents in conferences with their youngster's teachers.

14. More teacher in-service sessions should be offered throughout the year on a paid basis.

15. The services of community and professional experts should be made available at in-service meetings.

16. Workshops should be offered where teachers will have the opportunity to create teaching aids and materials.

17. All school announcements and bulletins should be printed in English and Spanish.

18. Whenever possible, guest speakers and resource personnel should be bilingual -- or translators provided.

19. In the case of parent-teacher conferences, bilingual teacher aides or PTA members should be used for needed translating.

20. Educational field trips should be organized.

21. Adult social and civic activities should be encouraged.

22. In order to project a true spirit of community endeavor, community organizations should be invited to participate in school functions.

23. Availability of social, cultural, and civic activities in low-income areas is usually very minimal. The school should become the social and cultural, as well as academic, center of the neighborhood.

24. A bilingual social worker-counselor should be employed on a full-time basis.

25. The counselor should systematically feed back information to the teachers regarding student profiles so that teachers will have a better understanding of student makeup and needs.

26. Emphasis should be placed on ascertaining the academic needs of the adult so that he can be programmed toward obtaining an 8th grade certificate, high school diploma, or citizenship.

27. Teachers should be fully aware of the counseling services and community resources available to their students.

28. Teachers should encourage students to use the counseling services. Often, because of pride or fear, students are hesitant to seek help.

29. Students should be made aware of available community resources, i.e., health clinics, legal aid, etc. This can be done through group orientations and via mimeographed clinic schedules, list of community agencies, etc. This information should be printed in English and Spanish.

30. Group orientations should be given regarding the many school district resources available to help youngsters, i.e., PTA, Child Clinics, Pupil Services and Attendance assistance, aid for emotionally and physically handicapped children, etc. Professional experts from various school district departments should be made available to explain their services to students (in English and Spanish).

GENERAL TRANSLATION OF ARTICLE WRITTEN BY
MR. OCTAVIO COSTA, FEATURE WRITER FOR "LA
OPINION", SPANISH LANGUAGE NEWSPAPER

Last year toward the end of November or perhaps during the first days of December I wrote an article regarding a special ESL program for adults. That article was the result of a lengthy interview with Ruben Zacarias whom I had met through Mario Knez.

Mario Knez is a young Bolivian with light colored eyes, blue or green, who had arrived not too many years ago, as do many Latin Americans, seeking a future not possible to secure in their own countries. He enrolled in a special program at Mount St. Mary's College. Inasmuch as he was not eligible for government or school scholarships he had to work very hard in order to pay for his schooling. In this respect it is only fair to say that he did receive some aid from the Inter-American Club Foundation.

After a few years he graduated. Not being able to secure a teaching position he turned to the field of social work. He served at the International Institute. Then, without leaving that position, he joined Ruben Zacarias' project on a part-time basis. Now he is with the project full time.

It was Knez who brought Zacarias and myself in contact with each other, and now, a year later, he's brought us together again so that I can gather fresh information on what has transpired since our last meeting.

The difference is that whereas, one year ago Zacarias and I spoke at 450 North Grand in the offices of the Adult Basic Education Program headed by Robert Rumin this year we decided to visit the schools participating in this project so that I could see and hear with my own eyes what is happening in these classrooms.

But before continuing with this report let's recall, as in the first article, the philosophy of this program because these adult classes are not the same as those that are offered elsewhere.

In the first place it must be pointed out that this program is being offered exclusively in the Florence-Firestone area and is now in it's second year. It is important to point out that for years it has been believed that this area is exclusively black whereas the truth of the matter is that it contains a huge community of Mexicans and other Latin Americans, all of them, generally speaking, urgently in need of learning English - inasmuch as until now no real opportunities had been made available for them to learn the language of this country.

That is why this program was developed in this area. But it wasn't enough to offer, as is often the case, the usual dry English classes. It was necessary to go beyond just plain teaching. It was necessary to transform the traditional methods.

HOW? It was necessary to change the relationship between the teachers and the students. In order to accomplish this it was necessary to implement, as was done, what I would call a re-evaluation of the relationship between the two (teacher and student).

The result was this: an ESL teacher had to be more than a person who teaches English and the adult student more than just a student. He is a human being, a person of flesh and blood with a world of problems - family problems and problems relative to the society in which he lives - be they economic, legal, and so forth.

Because of this situation the conclusion was that it was necessary to change what we could call the course of the compass. It was necessary to create a "new classroom" in place of the traditional one in which the teacher would merely attempt to teach English - and that was it! and the student would either learn English or not - that would be his problem!

This project aspired to "humanize" the situation. I believe that this is the key word of this program. Consequently, the teacher had to integrate himself with the student while at the same time the student had to see in the teacher a friend, a counselor, a protector. In this manner, the traditional distances between school and home could be eliminated.

But to improve the situation even more, a social worker-counselor was placed at the side of the teacher. The teachers were made responsible for making known to the counselor the problems of their students - in addition to the students being able to contact the counselor directly. In this manner many student problems were solved. If the student needed a job or had immigration troubles, or needed details regarding Social Security or needed immediate medical assistance for a member of his family --- the teacher would know about it and immediately the counselor would take the matter in hand.

This type of counseling is the task that Mario Knez has assumed, first on a part-time basis and now on a full-time basis with an enthusiasm and concern that evidences his great human quality.

Well then, this is the philosophy of the program which Zacarias directs under the expert supervision of Rumin.

What else? First, I must tell you where these classes are being offered. There are six locations (NOTE: six locations and addresses are described at this point).

Morning and evening classes are offered at these locations. In the day, from 9 to 12. At night from 6:30 to 9:30. The morning classes are attended mostly by women and because of this child care is provided for mothers with pre-school youngsters. At night, the enrollment is primarily male.

While on the subject of enrollment, I estimated that there are more than 500 students presently enrolled. Twenty-one teachers are involved. Sixty-five percent of them speak fluent Spanish and the remainder understand the language enough to be able to communicate with their students.

* * *

With Ruben Zacarias, along with his assistant Ralph Shower, I visited the Lillian Street School location. Shower is a young American who, when he had taught ESL to Spanish-speaking adults, felt that he needed to learn Spanish. Therefore he went to Mexico and returned speaking fluent Spanish. In addition to his fluency he has a special sensitivity for understanding our people.

* * *

We enter a classroom. More than 30 adults. I believe only one is a male student. What great ladies! What charming girls! and what a surprise...! The teacher is an intelligent, young Chilean, Inelda Morales, whom I had met when she studied at Cal State College in Los Angeles. Upon our entering classroom activity temporarily ceases and comes much dialogue between me and the students. All of them enchanting! The teacher happy! There are no absentees. The class has maintained a steady attendance. Upon leaving I notice children playing outside.

"They are the children of some of the ladies who are studying", says Zacarias.

But the story doesn't end here because along with Zacarias, Shower and Knez, who has now joined us, we go to visit the class being offered at Roosevelt Park Annex.

We enter silently. More than 30 students. So outstanding is the performance of the teacher, Mrs. Emma Ochoa, that I ask Zacarias and the others with us to sit down. I want to listen to the instruction. And for more than 15 or 20 minutes I observed this fabulous teacher repeatedly hammering away at a dialogue drill with her students which practically loosens their tongues.

"This is the only way", I said to Zacarias, "just like steel is also forged by hammering..."

I then discovered that the lesson she was teaching was one of 70 special lessons created in Zacarias' office and which are distributed to all the project teachers.

I also discovered that such is the social reality that has blossomed between all the students and teachers of this program that a teacher-student newspaper called LA VOZ was developed. Its first issue, four pages, was published in March, 1971.

Because lack of space precludes my saying more I here give you a telephone number for obtaining more information: 687-4744 which is the phone number of Ruben Zacarias, a professional of exceptional human qualities whom I consider imperative that everyone meet. He is a real Mexican.

Los Angeles, California
April 9, 1971

U.S. Department of Health,
Education, and Welfare
Office of Education
Bureau of Adult, Vocational,
and Library Programs

Gentlemen,

I wish to commend the Florence-Firestone Adult Basic Education Program for being the first meaningful program ever offered to serve the adult educational needs of the Mexican-American community in this area.

I speak not only as a long-time resident of the Florence-Firestone community but also as chairman of the Community Action Service Organization (C.A.S.O.), a community group of Mexican-Americans dedicated to improving the socio-educational standards of my people. I also serve as President of the Executive Committee of the Los Angeles County Model Neighborhood Program (Model Cities).

The Florence-Firestone Educational Project has not only offered sorely needed educational opportunities and better home-school relationships for my people--it has also been instrumental in awakening civic pride and participation in community affairs by Mexican-Americans in this area.

It is important that this project not only be continued but expanded to meet the many needs of our Mexican-American community.

Very truly yours,

Arturo V. Sifuentez
7918 Crockett Blvd.
Los Angeles, Calif. 90001

Mr. Jones is field coordinator in the Florence-Firestone area for the Los Angeles County Model Neighborhood Program. Miss Jorden is a member of his staff.

January 7, 1971

TO: Maurice Jones

FROM: Joyce E. Jorden

SUBJECT: Observation of classes sponsored by the Model Neighborhood Program for Spanish Speaking Adults.

A major part of second year operation for the Model Neighborhood Program, has been the implementation of several community service projects. One of these projects is "Building Communication Skills for Spanish Speaking Adults."

These classes meet in both day and evening sessions in four different locations within the Florence-Firestone area.

On Tuesday, December 8, 1970, Mr. Zacarias, Consultant, Adult Basic Education, Los Angeles City Schools, personally escorted Mike Earley and I on a tour covering each of the four locations.

Our first visit was to the class located in the Roosevelt Park Field House. The class size was between 12 and 15 people. Most of them were mothers who brought their children with them. However, this did not interfere with their ability to pay attention, because a baby sitter is provided by the program to attend to the children while the parents learn.

The lessons were verbal recitation and flash card vocabulary drill. The entire class appeared to be interested in their lesson and the teacher seemed interested in the progress and accomplishments of her class.

The second location visited was Florence Methodist Church, where Mrs. Andrea Reyna is the instructor. Mrs. Reyna was formerly an elementary school teacher which I feel greatly enhanced her teaching technique. She used place cards on the tables with commonly misused English words such as have, had, and has with some student dialogue using vocabulary relevent to the school system and the community in which the students live. All of her students were attentive and very enthusiastic about their lessons.

The lighting was not as good in this facility as in some of the others, however it did not seem to affect either the students or the teacher. It was also interesting to note that the teacher spoke very little Spanish to the students except to give an example or to further translate from English to Spanish.

The third location was the Lillian Street School, where Miss Inelda Morales is the instructor. This class was learning how to fill job applications. They seemed to be somewhat familiar with the abbreviations often used on applications but they did not completely understand the idea of listing jobs in chronological order.

The age of this group was generally younger, which can probably account for their familarity with the problems encountered when looking for a job.

It was the effort displayed by all of the teachers to relate the real and practical situations of every day life to the process of learning that was most impressive. This seemed to mold the classroom situation into a unified body of people sharing a common goal.

The fourth and final class visited was located in a bungalow in the back of Miramonte School. The instructor is Mr. Jano-Bajo, who is also a secondary school teacher and student at U.S.C.

This class seemed to be less familiar with English than the students in the other classes. However, those students who spoke English more fluently were helpful. Mr. Jano-Bajo also spoke of an exchange program in which his class had participated. This program consisted of students from a high school who volunteered their time to tutor his class and at the same time improve their Spanish skills. He was quite pleased in the success of this exchange and the progress it seemed to be making possible.

All of the teachers seemed to have a unique and effective approach to teaching English, and even more important the students seemed to be benefiting from the program.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Lesson Evaluation

Lessons 1 - 35

Teacher's Name H.T. MARTÍNEZ Date 5-22-72 Lesson No. 31

Class Level 2

Rate (circle) each lesson on the 1 to 5 scale with 5 being the highest and 1 the lowest.

1.	Dialogue	[✓ 5]	4	3	2	1
2.	Vocabulary	[✓ 5]	4	3	2	1
3.	Substitution	[✓ 5]	4	3	2	1
4.	Read	5	[✓ 4]	3	2	1
5.	Response Drill	[✓ 5]	4	3	2	1
6.	Write and Practice	[✓ 5]	4	3	2	1

7. Comments: This lesson is quite meaningful to the class. All the sections are very carefully formalated. The lesson objective and student test is excellent. Write and Practice section includes a different and interesting activity – good!

SPECIAL LESSONS

HOME-SCHOOL-COMMUNITY COMMUNICATION SKILLS

"BUILDING COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY"

Lesson Leaflets

Introduction

The following lessons are written to help the Spanish-speaking parent communicate with his local school and community service agencies. At the same time as this is being done, he is learning other communication skills that will help him feel his own worth and strength in the larger environment where English is the dominant language.

The primary goal of the teacher who utilizes the "Home-School-Community" lessons is to teach the dialogues so that the students have an acceptable oral production and complete understanding of the information contained in each lesson. This dual purpose has required giving information about the home, school, and community, while using structure and vocabulary appropriate to beginning ESL students.

The first lessons were used sequentially a month after school opened in the fall. One lesson was used per week along with various texts, audio-visual aids, etc. Lessons 1 - 35 were used with beginning level students, while lessons 36 - 70 were used with intermediate and advanced students.

PRESENTING THE LESSON

General Guidelines

The general guidelines listed below are not necessarily listed in order of importance.

1. The "Home-School-Community" lessons are supplements to other ESL materials.

2. The time allotted to the lesson depends on the length of the class period and other instruction offered in the class. (For example, half of the lesson can be taught in one class session and half in another, always using a quick review before the second half).

3. The learning process should take place in the following order: (a) Listening, (b) Speaking, (c) Reading, and (d) Writing.

4. A variety of audio-visual aids, language games, and resources should be prepared for each lesson.

5. The teacher practices correction of pronunciation and intonation errors with the whole class, sub-groups, and individuals, in that order.

6. The teacher always models English with a natural rhythm, stress, and intonation; e.g., do not distort complete utterances. Separate words may be practiced out of context, but should be brought back into the pattern for immediate usage.

7. The overhead projector and the tape recorder can be effectively utilized for both teaching and evaluation, if they are available.

The following are suggestions which may be utilized for each part of the lessons.

Dialogue

The teacher will present the dialogue twice by role-playing. The bilingual teacher can give a very brief explanation of the situation in Spanish.

Following the above presentation by the teacher, there will be choral repetition of the dialogue by the class and sub-groups within the class. Next will come an exchange of roles between the teacher and the students as a class and as sub-groups. Also, roles can be exchanged between sub-groups. After this, role-playing will follow between the teacher and the individual students. As the class becomes more proficient, role-playing between other individual students can take place.

Vocabulary

The vocabulary can be presented in a variety of ways. The vocabulary may be taught before or after the dialogue, depending on teacher preference.

The teacher may use flash cards in large print, with Spanish on one side and English on the other. Both sides of the cards can be shown, with only the English being repeated by the students. The cards can later be utilized for constant review and to evoke sentences.

Substitution

The Substitution section should not be in view of the student until the complete patterns have been practiced orally. If the lesson has been distributed already, it must be kept out of view of the student by being placed under a book, in a desk, etc. Then reading of the same patterns may take place.

The teacher models the pattern, gives the cue, and models the expected student response. The students will respond after each cue (substitution word) is given.

Read and Response Drill

The Read section adds more information to what is contained in the Dialogue section. The teacher reads the paragraph twice to the students without their looking at the paragraph; then the students look at the paragraph and follow as the teacher reads. Choral and individual oral reading follow.

In the Response Drill the teacher asks the question and the group responds. After this there can be individual responses. Where a Response Drill requires an open-ended answer, it does not need to be in a complete sentence. The Read and Response Drill sections lend themselves to class discussion.

Write and Practice

This section gives the student both a respite from oral work and the opportunity to reinforce what has been learned visually and orally. Written work should be read orally upon completion. Opportunity should also be given to see that the writing is checked for accuracy.

Student Test

The teacher will follow the directions given for each type of student evaluation. Where applicable, scores on the student tests should be the total number of correct answers.

Lesson Evaluation

The lesson evaluation form should be completed by the teacher as soon as possible after the lesson has been taught. The teacher should rate (circle) each lesson on the 1 to 5 scale with 5 being the highest and 1 the lowest. Specific comments should be made on every evaluation. These comments can range from suggestions on how the class expanded the lessons to criticisms on the appropriateness of specific drills.

Lessons 36 - 70

There is an increase in difficulty in lessons 36 - 70 along with a slight change in format. Just as the first thirty-five lessons can be expanded upon, these lessons present many opportunities for discussion and other class activities. The suggestions given in "Presenting the Lesson" (1 - 35) can be used for lessons 36 - 70.

The teacher should review the various types of objectives and student evaluative techniques used in lessons 1 - 35, in order to adapt similar ones to lessons 36 - 70.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Lesson Evaluation

Lessons 1 - 35

Teacher's Name ____________________ Date ____________ Lesson No. ______

Class Level __________

Rate (circle) each lesson on the 1 to 5 scale with 5 being the highest and 1 the lowest.

1.	Dialogue	5	4	3	2	1
2.	Vocabulary	5	4	3	2	1
3.	Substitution	5	4	3	2	1
4.	Read	5	4	3	2	1
5.	Response Drill	5	4	3	2	1
6.	Write and Practice	5	4	3	2	1

7. Comments: ____

____

____

____

____

____

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Lesson Evaluation

Lessons 36 - 70

Teacher's Name ________________ Date __________ Lesson No. ______

Class Level ________

Rate (circle) each lesson on the 1 to 5 scale with 5 being the highest and 1 the lowest.

1.	Dialogue	5	4	3	2	1
2.	Vocabulary	5	4	3	2	1
3.	Substitution	5	4	3	2	1
4.	Oral Drill	5	4	3	2	1
5.	Read	5	4	3	2	1
6.	Response Drill	5	4	3	2	1
7.	Write and Practice	5	4	3	2	1

8. Comments: ____

____

____

____

____

____

INDEX OF LESSON TITLES

1. School Levels
2. School Principal
3. Vice-Principal
4. School Counselor
5. School Nurse
6. School Appointments
7. School Coach
8. Parent-School Organizations
9. Pupil Services and Attendance
10. School Forms
11. School Absences
12. Emergency Information Card
13. Lunch Permit Card
14. Religious Release Time
15. Field Trips
16. Permission to Leave During School Hours
17. Report Cards
18. Grading Systems
19. Notice of Unsatisfactory Work
20. Cumulative Report Cards
21. School Attendance
22. Immunization
23. Public and Private Schools
24. Free Education
25. School Vandalism
26. Elementary School Subjects
27. High School Curriculum
28. Help With Reading
29. Job Counseling
30. College
31. Learning a Trade
32. College Scholarships
33. Homework
34. Family Recreation
35. The Zoo
36. The Library
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38. School Lunches
39. School Cafeteria
40. Sack Lunches
41. Kindergarten
42. Pre-School
43. Emergency Phone Calls
44. Legal Aid
45. Utilities
46. Court
47. Employment Agency
48. Credit Problems
49. Immigration
50. Immigration (Cont.)
51. Adult Education
52. College
53. Food Ads
54. Signing Contracts
55. Community Meetings
56. Years in School
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58. City Government
59. Taxes
60. School Injuries
61. Summer School
62. Riding a Bus
63. Interest on Bills
64. Citizenship
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66. Looking for a Job
67. Buying Insurance
68. Hospitalization Insurance
69. Change of Address
70. A Parent's Responsibility

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Levels

Lesson 1

DIALOGUE

S-1 Where are the children?

S-2 They're at school. Mario's in elementary school. Tom's in high school.

S-1 Are the schools close?

S-2 The elementary school is, but the high school's far from here.

VOCABULARY

1. school - escuela
2. elementary school - escuela primaria
3. high school - escuela secundaria
4. children - niños(as)
   hijos(as)
5. far - lejos
6. close - cerca

SUBSTITUTION

Where's the child?
school?
book?
paper?
pen?
pencil?

Where are the children?
schools?
books?
papers?
pen?
pencils?

Mario's at school.
at home.
at work.
at church.

Is Mario at school?
at home?
at work?
at church?

They're at school.
at home.
at work.
at church.

Are they at school?
at home?
at work?
at church?

READ

In Los Angeles there are elementary schools (6 years), junior high schools (3 years), and senior high schools (3 years). Also, there are schools for adults.

RESPONSE DRILL

How many years of elementary school are there?
There are six years of elementary school.

How many years of junior high school are there?
There are three years of junior high school.

How many years of senior high school are there?
There are three years of senior high school.

WRITE AND PRACTICE

1. Ask a question. Use: children, where

_______ are the _________?

2. Answer the question. Use: school, they, elementary

______ are in ____________ ____________.

OBJECTIVE: The student will be able to define at least five out of the six words in the vocabulary list by means of a multiple choice test given by the teacher.

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Los Angeles Unified School District

Lesson 1 - STUDENT EVALUATION

NAME____________________

DATE____________________

LEVEL__________

SCORE__________

DIRECTIONS: Choose the correct English words and write them in the blanks.

school
near
elementary school

far
high school
children

1. niños, hijos ____________________
2. lejos ____________________
3. escuela primaria ____________________
4. cerca ____________________
5. escuela secundaria ____________________
6. escuela ____________________

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Principal

Lesson 2

DIALOGUE

S-1 Where's the school principal?

S-2 He's in the office.

S-1 I have an appointment with him.

S-2 He's busy now. Please have a seat.

VOCABULARY

1. principal - director
2. appointment - cita
3. busy - ocupado
4. office - oficina, despacho
5. have a seat - sientese

SUBSTITUTION

He's in the office.
building.
room.
hall.
cafeteria.

He's busy.
tired.
happy.
angry.
hungry.

Please have a seat.
wait.
sit down.
stand up.
come in.

I have an appointment.
excuse.
answer.

READ

A principal is a school director. A school has many teachers. It has one principal. Principals are administrators.

RESPONSE DRILL

What's a principal?
He's a school director.

Is he busy?
Yes, he is.
No, he isn't.

Where's the teacher?
He's in the room.
He's in the office.
He's in the school.

WRITE AND PRACTICE

Lesson 2

1. Ask a question. Use: busy, principal, is

_____ the ________ ___________?

2. Answer the question. Use: isn't, no

____, he __________.

OBJECTIVE: The student will be able to recognize by sight and sound four out of the five words in the vocabulary list by means of a word recognition test administered by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL____________

SCORE____________

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

S-1 Are you the principal?

S-2 No, I'm not. I'm the vice-principal.

S-1 What's your job?

S-2 I help the principal.

VOCABULARY

1. vice-principal - sub-director
2. job - trabajo
3. help - ayudar
4. I'm - yo soy

SUBSTITUTION

What's your name?	My name's ____________________.
address?	address is____________________.
phone number?	phone number's________________

Are you the principal?	Yes, I am.	No, I'm not.
Is he	he is.	he's
Is she	she is.	she's

Are you the principal?	Yes, I am.	No, I'm not.
vice-principal?		
teacher?		

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?
He's an assistant.

What's his job?
He helps the principal.

Is he the principal?
No, he isn't. He's the vice-principal.

WRITE AND PRACTICE

1. Ask a question. Use: vice-principal, you

   Are ______ the ________________?

2. Answer the question. Use: not, principal, no

   _________, I'm ________. I'm the __________.

3. My name is ____________________________.

4. My address is __________________________.

5. My phone number is ___________________.

OBJECTIVE: The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

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Lesson 3 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL____________

SCORE____________

DIRECTIONS: Choose the correct English words and write them in the blanks.

close
school
have a seat
principal
high school

appointment
elementary school
far
busy
children

office
vice-principal
help
job
I'm

1. lejos ____________________________

2. escuela secundaria ____________________________

3. yo soy ____________________________

4. cita ____________________________

5. oficina, despacho ____________________________

6. escuela primaria ____________________________

7. ayudar ____________________________

8. director ____________________________

9. escuela ____________________________

10. niños, hijos ____________________________

11. ocupado(a) ____________________________

12. trabajo ____________________________

13. sientese ____________________________

14. sub-director ____________________________

15. cerca ____________________________

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

S-1 Schools have counselors.

S-2 What are their duties?

S-1 They help students and they keep records.

S-2 I want to see the school counselor.

S-1 He's here every Monday.

VOCABULARY

1. counselor - consejero
2. duties - obligaciones
3. keep - guardar
4. records - archivos
5. here - aqui

SUBSTITUTION

Schools have counselors.
principals.
vice-principals.
teachers.

They help students.
children.
parents.

I want to see the school counselor.
principal.
vice-principal.
teacher.

He's here every Monday.
Tuesday.
Wednesday.
Thursday.
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?
Counselors keep student records.

Who helps students with their classes and problems?
Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Are there counselors in your school?
Yes, there are.
No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

_______ _____ _________ duties?

2. Answer the question. Use: students, they, help

______ ________ __________.

OBJECTIVES: The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

RESOURCES: Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

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Lesson 4 - STUDENT TEST

NAME________________________

DATE________________________

LEVEL__________

SCORE__________

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child duties address busy
2. home school church keep
3. children come in counselors answer
4. high school schools office elementary schools
5. help job hall duty
6. here hungry angry help
7. principal intelligent opinion appointment
8. paper principal pencils vice-principal
9. book pen busy building
10. answers books records from

Adult Basic Education Program
Los Angeles Unified School District

School Nurse

Lesson 5

DIALOGUE

S-1 We have a nurse at our school.

S-2 You're lucky. They deal with health problems.

S-1 Is your nurse busy?

S-2 Yes, she's very busy.

VOCABULARY

1. nurse - enfermera
2. lucky - tener suerte
3. deal with - tratar con
4. health - salud
5. very - muy
6. sad - triste

SUBSTITUTION

They deal with health problems.	He deals with health problems.
school	school
family	family
home	home
money	money

Is your nurse busy?	Yes, she's very busy.	No, she isn't busy.
wife		
girlfriend		
husband	he's	he
boyfriend		

You're lucky.	Are you lucky?	Yes, I am.	No, I'm not.
unlucky.	unlucky?		
happy.	happy?		
sad.	sad?		

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?
Yes, they do.

RESPONSE DRILL (CONT'D)

Are school nurses doctors?
No, they aren't.

Do nurses have medicine for children?
No, they don't.

Are nurses at all schools every day?
No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

   Is the ________ ________?

2. Answer the question. Use: office, in, no

   _____, she's ______ the ________.

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

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Lesson 5 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

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Los Angeles Unified School District

Lesson 5 - STUDENT TEST

NAME______________________________

DATE______________________________

TEACHER'S NAME____________________

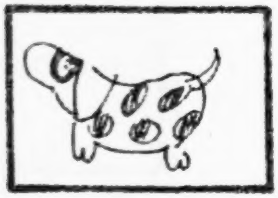
LEVEL_______________

SCORE_______________

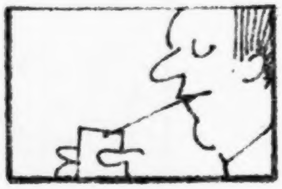
DIRECTIONS: The teacher will read a sentence only twice for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

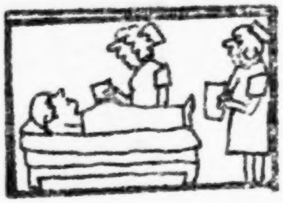
A



B

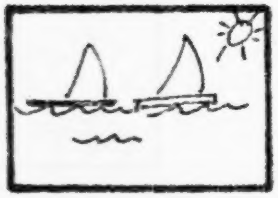


C

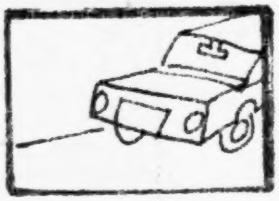


2.

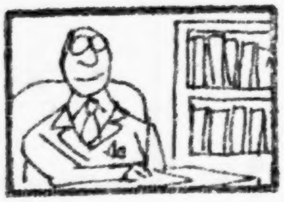
A



B

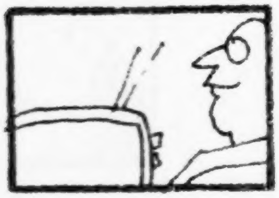


C



3.

A



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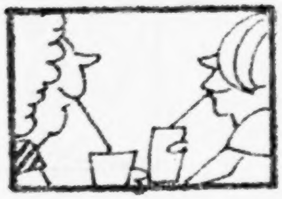

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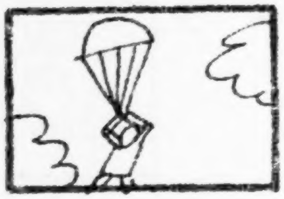
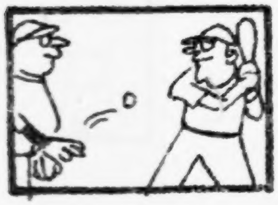


4.

A



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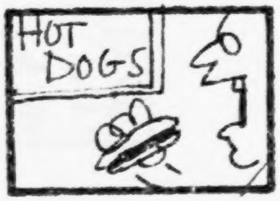

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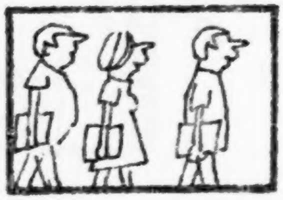
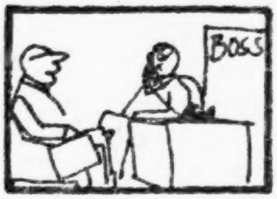
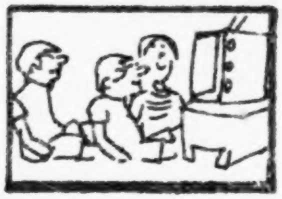
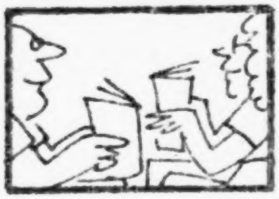


A B C

5.

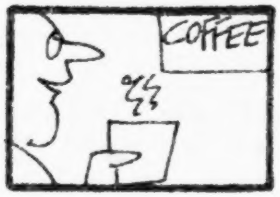


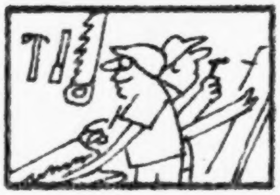


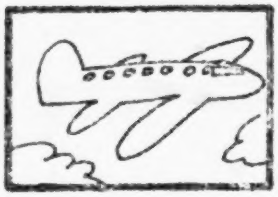


A B C

6.







A B C

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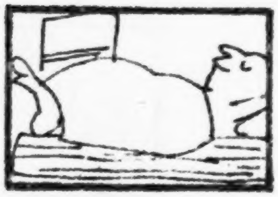

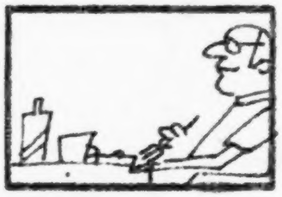

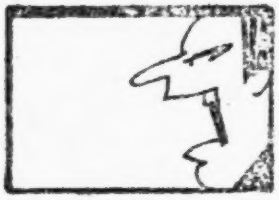

A B C

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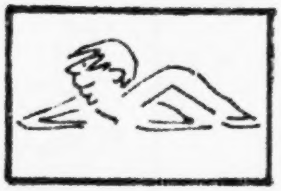
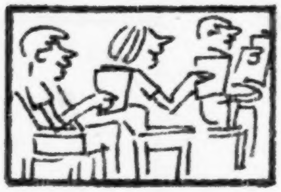
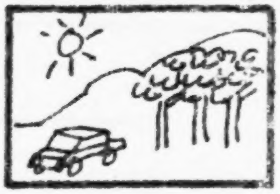
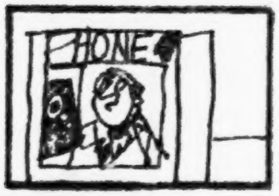


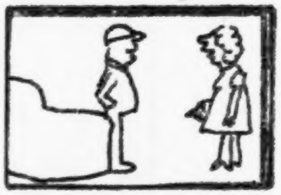


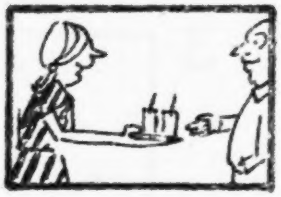


A B C

9.







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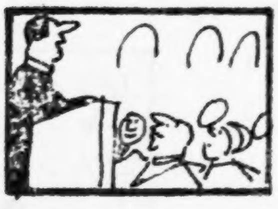
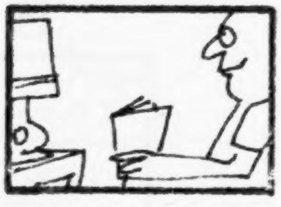
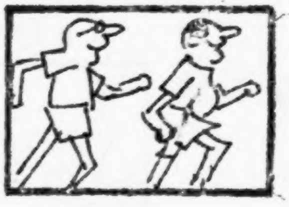






Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

S-1 I have an appointment with the teacher.

S-2 Please sit down. She isn't here now.

S-1 Is she late?

S-2 No. You're a little early.

VOCABULARY

1. teacher - maestro(a)
2. late - tarde
3. early - temprano
4. with - con
5. now - ahora, en el momento

SUBSTITUTION

She's here now.	She isn't here now.
The teacher's	The teacher
Helen's	Helen
My sister's	My sister
He's	He
Robert's	Robert
The principal's	The principal
My son's	My son

Is she here now?	Yes, she is.	No, she isn't.
the teacher	she(he)	she(he)
Helen	she	she
my sister	she	she
he	he	he
Robert	he	he
the principal	he(she)	he(she)
my son	he	he

Isn't she here now?	Yes, she is.	No, she isn't.
the teacher	she(he)	she(he)
Helen	she	she
my sister	she	she
he	he	he
Robert	he	he
the principal	he(she)	he(she)
my son	he	he

SUBSTITUTION (CONT'D)

I have an appointment with the teacher.
the principal.
the vice-principal.
the nurse.
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?
No, he's on time.

Is Robert late?
No, he's on time.

What does Robert do?
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do ______ ________ an ______________?

2. Answer a question. Use: an, yes, appointment.

_______, I have ___ ______________.

OBJECTIVE: The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 6 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL____________

SCORE____________

DIRECTIONS: For each number, choose the sentence that is read by the teacher. Wait until the teacher reads the sentence one time. Then underline the correct sentence.

1. I have a appointment with the teacher.
   I have an appointment with teacher.
   I have an appointment with the teacher.

2. Please sit down.
   Please sits down.
   Please set down.

3. Mario's elementary school.
   Mario's in elementary school.
   Mario's on elementary school.

4. They're it school.
   They're on school.
   They're at school.

5. Are the schools close?
   Are the school close?
   Are schools close?

6. A school has one's principal.
   A school has one principals.
   A school has one principal.

7. She isn't here.
   She's here.
   She's not here.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Coach

Lesson 7

DIALOGUE

S-1 Are you the coach?

S-2 Yes. I'm the football coach.

S-1 My son's on your team.

S-2 What's his name?

S-1 His name's Juan Gomez.

S-2 Oh, yes. He's a good boy.

VOCABULARY

1. coach - entrenador de deportes
2. son - hijo
3. team - equipo
4. sport - deporte

SUBSTITUTION

Are you the coach? Yes, I am. No, I'm not.
nurse?
teacher?
counselor?
principal?
vice-principal?

I'm the football coach.
baseball
basketball
tennis
soccer
track

My son's on your team.
in your class.
in your room.
in your school.

He's a good boy.
fine
great
wonderful
nice

READ

A coach is a teacher of a sport. Football, baseball, and basketball are popular sports. High schools have several coaches. A team has a coach.

RESPONSE DRILL

Who's a teacher of a sport?
A coach is a teacher of a sport.

What are popular sports?
Football, baseball, and basketball.

What's a coach?
He's a teacher of a sport.

What's your name?	What's his name?
My name's ______________.	His name's ______________.

WRITE AND PRACTICE

1. Make a sentence. Use: coach, football, he

_____ is a __________ ____________.

2. Make a sentence. Use: the, football, on, son, team

My ______ is ______ ______ ________ _________.

OBJECTIVE: The learner will demonstrate, by underlining the correct choices on a test sheet, his ability to recognize by sight and sound at least nine of the ten sentences read by the teacher from a selection of forty sentences.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 7 - STUDENT TEST

NAME ______________________________

LEVEL ____________

SCORE ____________

DIRECTIONS: For each number, there are four good sentences. Put a line under the sentence the teacher reads for each number. The teacher will read each sentence only once.

1. Are you the coach?
Are you the counselor?
Are you the children?
Are you the community?

2. I'm the track coach.
I'm the football coach.
I'm the fencing coach.
I'm the basketball coach.

3. My son's in your school.
My son's in your tent.
My son's on your team.
My son's in your theatre.

4. He's a great boy.
He's a grand boy.
He's a giant boy.
He's a good boy.

5. My son's on the team.
Your son's on the team.
His son's on the train.
My son's on the train.

6. What's her name?
What's his name?
What's the name?
What's his number?

7. Her name's Juana Gomez.
Her name's Janice Graham.
His name's Juan Gomez.
His name's John Graham.

8. Where's the child?
What's the choice?
Where's the school?
Where's the church?

9. Is Mario at school?
Is Mario at church?
Is Mario in the office?
Is Mario in the room?

10. I help the coach.
I help the project.
I help the parents.
I help the principal.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Parent-School Organizations

Lesson 8

DIALOGUE

S-1 We have a club for parents at school. It's the P.T.A.

S-2 Are you a member?

S-1 Yes, I am. Many schools have clubs for parents.

S-2 Where are the meetings?

S-1 The meetings are at school.

VOCABULARY

1. parents - padres de familia
2. member - miembro
3. P.T.A. - Asociación de Padres y Maestros
4. meetings - juntas
5. many - muchos(as)

SUBSTITUTION

We have a club for parents.
fathers.
mothers.
children.
teachers.

Where are the meetings?
teachers?
restrooms?

Where's the meeting?
teacher?
restroom?

Are you a member? Yes, I am. No, I'm not.
student?
parent?
teacher?
coach?
nurse?

Are you members? Yes, we are. No, we aren't.
students?
parents?
teachers?
coaches?
nurses?

SUBSTITUTION (CONT'D)

Where's mother?
father?
Saul Gonzalez?
Roberto?
Maria?
Miss Perez?

READ

Parent clubs are popular in the United States. They help schools. P.T.A. are initials for Parent-Teacher Association. There are P.T.A. clubs in all parts of the United States. Our schools have Parent Advisory Councils, too.

RESPONSE DRILL

What are P.T.A. clubs?
Parent-Teacher Associations.

Are there many P.T.A. clubs?
Yes, there are P.T.A. clubs in all parts of the United States.

Where are the P.T.A. and Parent Advisory Council meetings held?
The meetings are at school.

WRITE AND PRACTICE

1. Make a sentence. Use: club, member, school, I

______ am a __________ of a __________ __________.

2. Make a sentence. Use: school, at, meetings

The __________ are _____ __________.

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of previous lessons and Lesson 8, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

RESOURCES: P.T.A. membership cards, and information leaflets or brochures are available from Parent Advisory Councils and P.T.A.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 8 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. I'm the football coach. (A)
2. He's a good boy. (B)
3. My son's on your team. (C)
4. Where are the restrooms? (B)
5. They're at school. (A)
6. We have a club for parents. (A)
7. I'm the track coach. (B)
8. My son's in your class. (A)
9. We have a club for mothers. (C)
10. He's in the office. (B)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 8 - STUDENT TEST

NAME______________________________

DATE______________________________

TEACHER'S NAME______________________

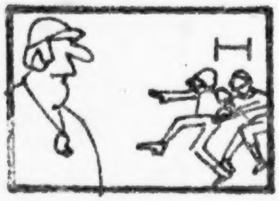
LEVEL______________

SCORE______________

DIRECTIONS: The teacher will read a sentence only twice for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

A



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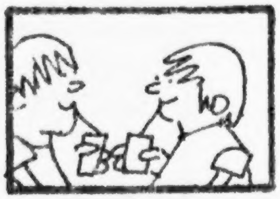

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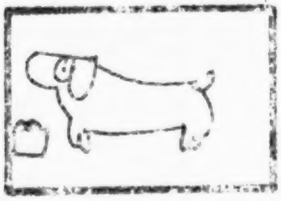
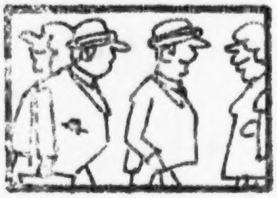


2.

A



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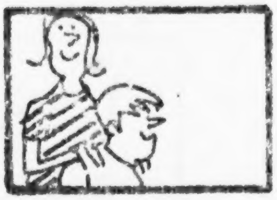

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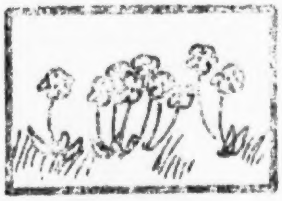

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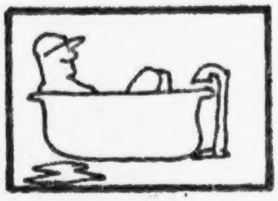
A



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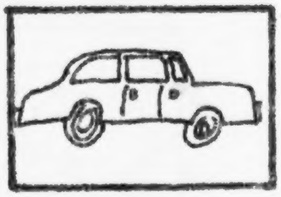

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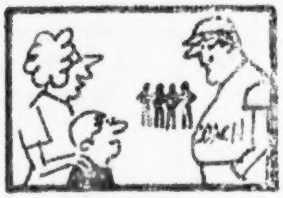

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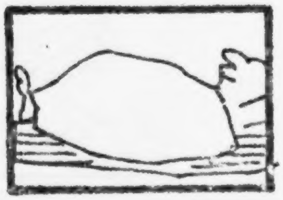
A



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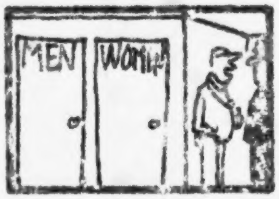

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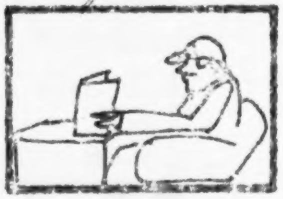

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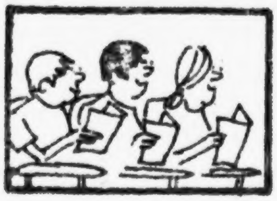
A



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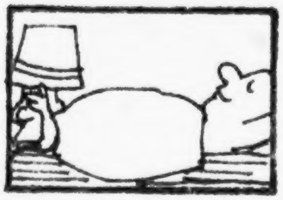

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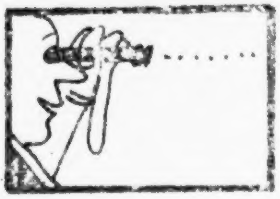

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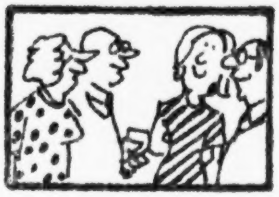

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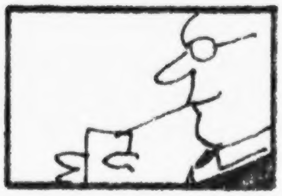

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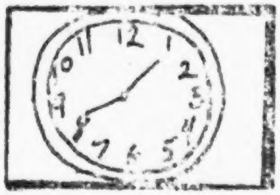

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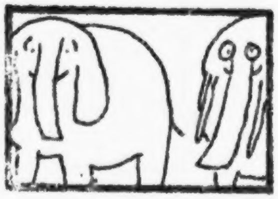

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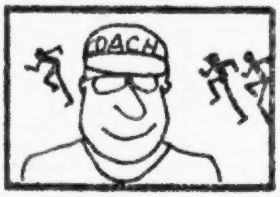

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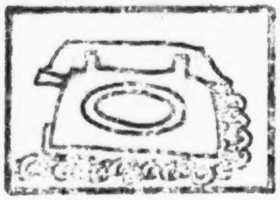

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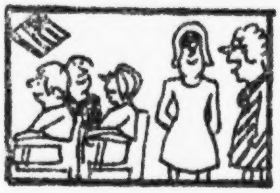

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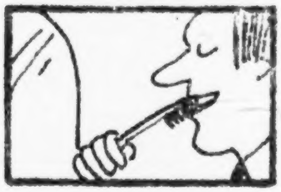

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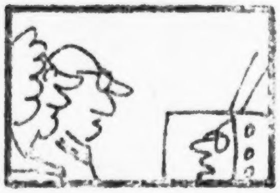

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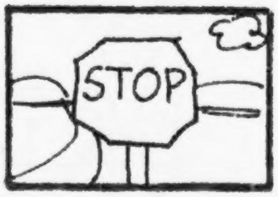

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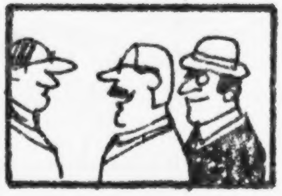

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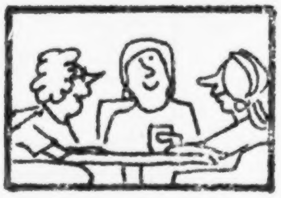

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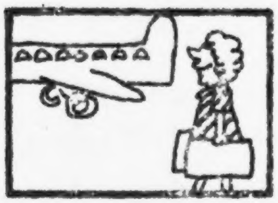

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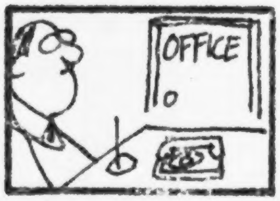

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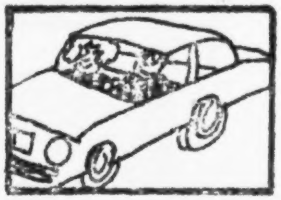


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Pupil Services And Attendance

Lesson 9

DIALOGUE

S-1 Good morning. I'm from the school office. Your child isn't in school today.

S-2 He's sick. Are you a policeman?

S-1 No, I work for the school. Your child is often absent.

S-2 He isn't happy at school.

S-1 What's wrong? I work with children who have problems.

VOCABULARY

1. Pupil Services and Attendance - Servicios para los Alumnos y de Asistencia Escolar
2. sick - enfermo(a)
3. policeman - policía
4. often - frecuentemente
5. absent - ausente
6. happy - feliz
7. What's wrong? - ¿Qué le pasa?

SUBSTITUTION

What's wrong?
new?
the problem?

I'm often early.
You're
He's
She's
We're
They're

He's often absent.
late.
early.
sick.

He's from the Health Department.
Police Department.
Fire Department.
Department of Public Social Services (DPSS).
Department of Human Resources Development (HRD).

Are you a policeman? Yes, I am. No, I'm not.
teacher?
nurse?
counselor?

SUBSTITUTION (CONT'D)

She works for Lillian Street School.
Florence Avenue School.
Miramonte School.
Graham School.
the City of Los Angeles.
the State of California.
Sears.

I work for________________________.
________________________.
________________________.

READ

Some children have big problems. They have problems at school and at home. The Pupil Services and Attendance Branch helps children with problems.

RESPONSE DRILL

Do some children have big problems?
Yes, they do.

Where do some children have problems?
At school and at home.

Who helps children with problems?
The Pupil Service and Attendance Branch.

WRITE AND PRACTICE

1. Ask a question. Use: sick, child

Is your _________ ___________?

2. Answer the question. Use: bed, in, yes

______, he is ______ ________.

OBJECTIVE: The student will demonstrate an ability to understand the vocabulary associated with Pupil Services Attendance and various other school-related activities, by correctly matching at least fifteen out of twenty English words with Spanish words on a test sheet distributed by the teacher.

RESOURCES: Use any materials available from the Pupil Services and Attendance Branch.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 9 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL_____________

SCORE_____________

DIRECTIONS: Match the English vocabulary with the Spanish words by writing the English words in the blanks.

happy
job
counselors
office
often
parents
absent

principal
nurse
sick
appointment
Parent-Teacher Association
Pupil Services and Attendance
policeman

have a seat
elementary school
deal with
records
coach
teacher

1. frecuentemente ______________________________
2. enfermera ______________________________
3. cita ______________________________
4. despacho, oficina ______________________________
5. entrenador de deportes ______________________________
6. director, directora ______________________________
7. ausente ______________________________
8. archivos ______________________________
9. asociación de padres y Maestros ______________________________
10. tratar con ______________________________
11. enfermo(a) ______________________________
12. policía ______________________________
13. maestro(a) ______________________________
14. padres de familia ______________________________
15. feliz ______________________________
16. trabajo ______________________________
17. Servicios para los Alumnos y de Asistencia Escolar ______________________________
18. Consejeros ______________________________
19. sientese ______________________________
20. escuela primaria ______________________________

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Forms

Lesson 10

DIALOGUE

S-1 You must fill out this enrollment form.

S-2 I have a question.

S-1 What is it?

S-2 Is all of the information necessary?

S-1 Yes, it is. We have to have it.

VOCABULARY

1. must, have to - tener que
2. fill out - llenar
3. enrollment form - formulario de matrícula
4. question - pregunta
5. admittance - admisión
6. surname - apellido
7. insurance - seguro

SUBSTITUTION

! Please fill out this enrollment form.
registration
application
admittance
tax
insurance

What's your last name? My last name's ______________.
family / family name's
surname / surname's
first / first name's
middle / middle name's

Is all of the information necessary? Yes, it is. No, it isn't.

Are all of the forms necessary? Yes, they are. No, they aren't.
records
questions

SUBSTITUTION (CONT'D)

It's necessary.
late.
early.
hot.
cold.
correct.
wrong.

Is it necessary? Yes, it is. No, it isn't. It's not necessary.
late?
early?
hot?
cold?
correct?
wrong?

WRITE AND PRACTICE

Look at this sentence. - Notice: "have to" means "must"

We must have the information.
We have to have the information.

Use: "have to"

1. I must fill out this form.
2. I ________ fill out this form.
3. You ____________ take care of the children.
4. We _____________ sit down.
5. They ___________ have dinner.
6. I ______________ go to school.

READ

North American names have three parts: the first name, the middle name, and the last name. The family name of the father or husband is the last name. A "full name" is all three names of a person.

RESPONSE DRILL

What's a family name? (or) What's a last name?
It's the family name of the father or husband.

How many parts do North American names have?
Three parts.

What are they?
__________ __________ ___________.

OBJECTIVE: (Please see accompanying Student Test form).

RESOURCES: Enrollment, registration, application forms, etc.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 10 - STUDENT TEST

TEACHER'S NAME____________________

DATE______________________________

LEVEL____________

SCORE___________%

DIRECTIONS: Please note above (using your own approximation) the percentage of the students in your class who are able to fulfill the performance objective for Lesson 10.

OBJECTIVE: The student will be able to speak at least four out of the six sentences of the dialogue with an acceptable pronunciation as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Absences

Lesson 11

DIALOGUE

S-1 How does Mario feel today?

S-2 Fine. He's ready to go back to school.

S-1 Good. A week is a long time to be absent.

S-2 Do we have an absence card? Mario needs one.

S-1 I think so. If not, I can send a note.

VOCABULARY

1. feel - sentir
2. absence - ausencia
3. I think so. - Yo creo que si.
4. long - largo(a)
5. ready - listo(a)
6. pupil - discípulo
7. to go back - regresar
8. send - enviar

SUBSTITUTION

Do we have an absence card?	Yes, we do.	No, we don't.
you	you	you
they	they	they

Does he have an absence card?	Yes, he does.	No, he doesn't'
she	she	she
the teacher	the teacher	the teacher
mother	mother	mother
your child	your child	your child

I can send a note.
letter.
postcard.
money order.

He's ready to go back to school.
work.

READ

Absence cards are used in many schools. The card asks the reason for the absence. A parent fills it out and the student must take it with him to school. A parent can fill out the absence card or send a note.

RESPONSE DRILL

Why are children absent from school?

______________________________.

What must a child take to school?

____________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: school, ready, think, I

____ ___________ he's ___________ for ______________.

2. Make a sentence. Use: long, week, absent, to

A ______ is a _______ time _____ be __________.

OBJECTIVE: Eighty percent of the class will demonstrate the ability to fill out an absence card by completing at least thirteen of the sixteen blanks on the card.

RESOURCES: Absence cards, other forms.

Adult Basic Education
Los Angeles Unified School District

Lesson 11 - STUDENT TEST

TEACHER'S NAME________________

DATE________________

LEVEL____________

SCORE____________%

DIRECTIONS: The teacher will have used the absence card in teaching the lesson. At the time of the tests the absence cards will be distributed to the students and completed by them. Those students who are able, should write remarks on the back of the cards.

Please attach the completed, corrected cards to this sheet and return.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Emergency Information Card

Lesson 12

DIALOGUE

S-1 This is an Emergency Information Card. You have to fill it out.

S-2 What's it for?

S-1 We need it in case of an emergency.

S-2 We have a phone at home.

S-1 You aren't always at home. We have to have other phone numbers.

VOCABULARY

1. Emergency Information Card - Tarjeta de Emergencia
2. serious - serio(a)
3. phone - teléfono
4. always - siempre
5. numbers - números
6. in case of - en caso de
7. relative - pariente

SUBSTITUTION

You have to fill it out.
complete it.

We have to have a phone number.
full name.
signature.
zip code.
(an address.)

We have to have phone numbers.
full names.
signatures.
zip codes.
addresses.

I'm not always at home.
school.
work.

READ

In am emergency, people have to act fast. Schools need necessary information. The name of a doctor or a relative is important. The father or mother's business address and phone number is also important to the school.

RESPONSE DRILL

When do people have to act fast?

____________________________.

What information do schools need?

____________________________.

What else do they need?

____________________________.

WRITE AND PRACTICE

1. Ask a question. Use: necessary, Emergency Information Card, is

____ an ____________ ____________ ___________ ____________?

2. Answer the question. Use: to, have, yes, have

_____, you _____ _____ _______ an Emergency Information Card.

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of previous lessons, and Lesson 12, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 12 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. We have to have a pencil. (A)
2. It's hot. (A)
3. She's worried about her children. (B)
4. He's often sick. (C)
5. You have to fill it out. (B)
6. It's report card time. (C)
7. It's cold. (C)
8. She's worried about her grades. (A)
9. Please fill out this application form. (C)
10. We have to have books. (A)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 12 - STUDENT TEST

NAME ______________________

DATE ______________________

TEACHER'S NAME ______________________

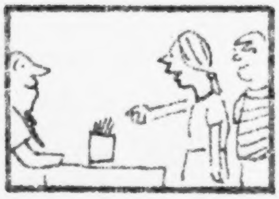
LEVEL ____________

SCORE ____________

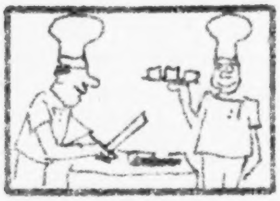
DIRECTIONS: The teacher will read a sentence only twice for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

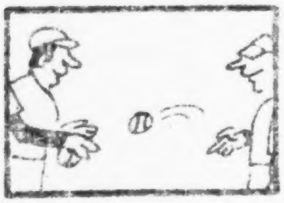
A



B

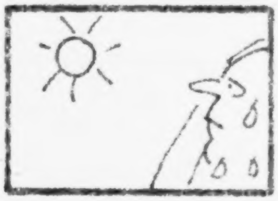


C



2.

A



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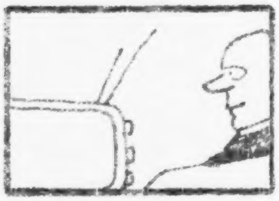
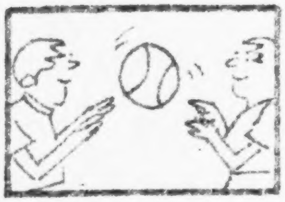
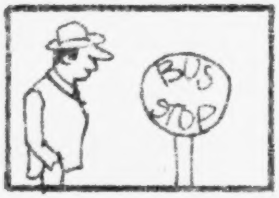


C



3.

A



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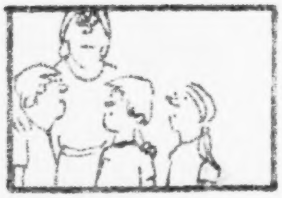
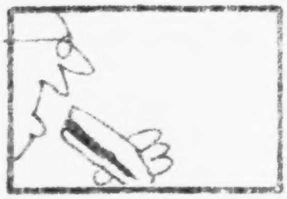
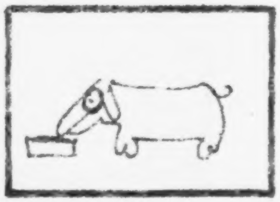


C



4.

A



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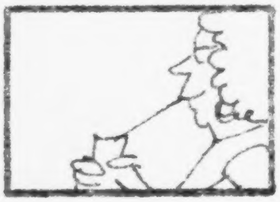

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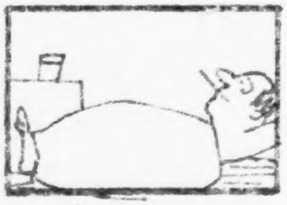
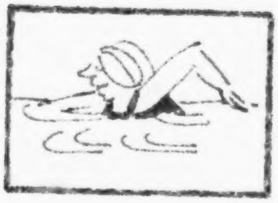


5.

A



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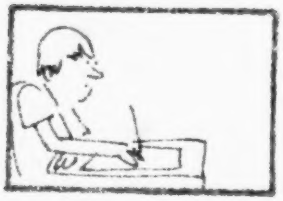

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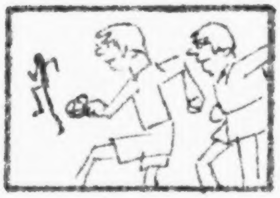
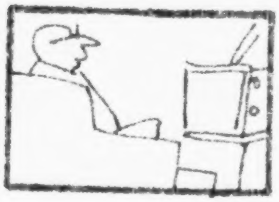


6.

A



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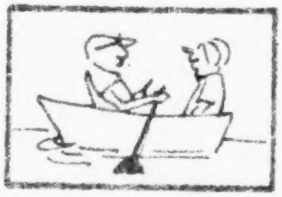

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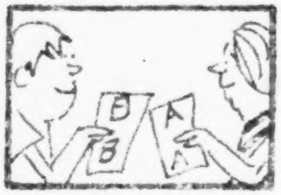
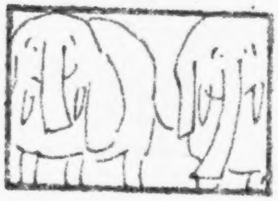


7.

A



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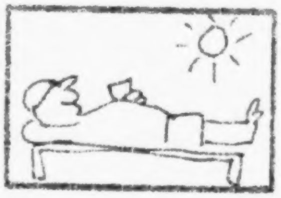

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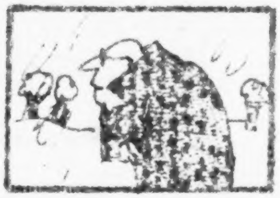
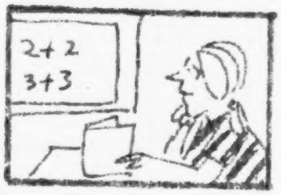


8.

A



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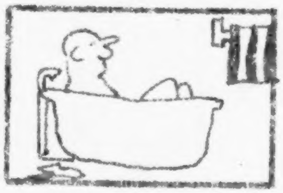

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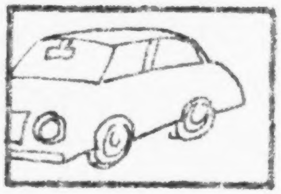
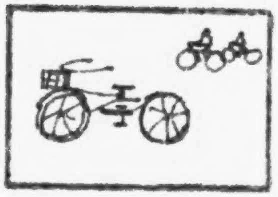


9.

A



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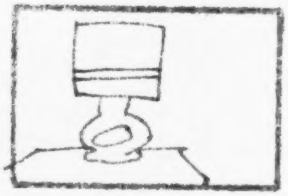

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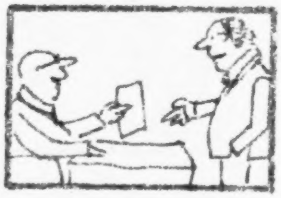
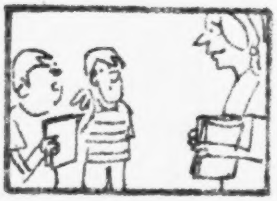


10.

A



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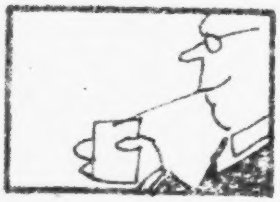

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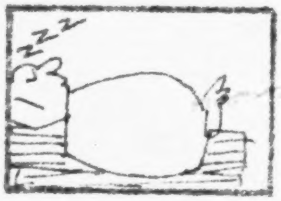


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Lunch Permit Card

Lesson 13

DIALOGUE

S-1 I need your signature on this card.

S-2 Why?

S-1 It gives your child permission to go home for lunch.

S-2 That's a good idea. Let's complete the form now.

VOCABULARY

1. need - necesitar
2. signature - firma
3. card - tarjeta
4. lunch - comida al mediodia (lonch)
5. let's - vamos a (let's go - vamonos)

SUBSTITUTION

I need your signature on this card.
form.
application.
check.
line.

Let's complete the form.
take care of it now.
fill it out now.

That's a good idea.
bad idea.

READ

Children must have permission to go home for lunch. They need a Lunch Permit Card. The student must live near the school.

RESPONSE DRILL

What kind of form do students need to go home for lunch?

____.

Where must the student live?

____.

Who needs to sign the card?
A parent.

1. Ask a question. Use: need, my, you, card, signature

Do ____ ______ ______ ________ on this _____________?

2. Answer the question. Use: I, it, yes, need

______, ______ ______ _________.

OBJECTIVE: The learner will demonstrate, by underlining the correct choices on a test sheet, his ability to recognize by sight and sound at least nine of the ten sentences read by the teacher from a selection of forty sentences.

RESOURCES: Lunch Permit Card, applications, checks, and various other forms.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 13 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL______________

SCORE______________

DIRECTIONS: For each number, there are four good sentences. Put a line under the sentence the teacher reads for each number. The teacher will read each sentence only once.

1. We have a club for people.
   We have a club for parents.
   We have a club for principals.
   We have a club for fathers.

2. I need your signature on this check.
   I need your signature on this form.
   I need your signature on this card.
   I need your signature on this letter.

3. Your child is often absent.
   Your children are often absent.
   Your chair is over there.
   Your child is often angry.

4. Are all of the forms necessary?
   Are all of the things necessary?
   Are all of the meetings necessary?
   Are all of the members necessary?

5. We have to have phone numbers.
   We have to have full names.
   We have to have full signatures.
   We have to have zip codes.

6. She's worried about her grandparents.
   She's worried about her health.
   She's worried about the grapes.
   She's worried about her grades.

7. Let's take care of it.
   Let's fill it out.
   Let's ask.
   Let's answer.

8. Where are the children?
   Where are the chairs?
   Where are the coaches?
   When are you going?

9. I work for the city.
   I work for the county.
   I work for the state.
   I work for the school.

10. You must fill out this registration form.
    You must fill out this admittance form.
    You must fill out this enrollment form.
    You must fill out this application form.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Religious Release Time

Lesson 14

DIALOGUE

S-1 Religious release time is for religious instruction.

S-2 Is the instruction at school?

S-1 No, it isn't. It's often at a church.

S-2 Is religious release time for all students?

S-1 No. It's usually for students in fourth, fifth, and sixth grades.

VOCABULARY

1. religious release time - hora especial para instrucción religiosa
2. week - semana
3. church - iglesia
4. grades - grados, años escolares
5. sometimes - a veces, de vez en cuando

SUBSTITUTION

It's often at a church.
sometimes house.
never market.

He's often at church.
She's
You're
They're
We're

It's for students.
teachers.
counselors.
principals.
nurses.
parents.

It isn't for you.
him.
her.
us.
them.

READ

Public schools don't have religious instruction. Students must go to other places for religious instruction. This instruction isn't mandatory. Very small children don't have religious release time.

RESPONSE DRILL

Do public schools have religious instruction?
No, they don't.

RESPONSE DRILL (CONT'D)

What's religious release time for?
It's for religious instruction.

Where is the religious instruction.
It's not at the public school. Students have to go to other places.

Who doesn't have religious release time?
Very small children.

WRITE AND PRACTICE

1. Make a sentence. Use: instruction, religious, time

Release __________ is for__________ ______________.

2. Make a sentence. Use: school, isn't

Religious instruction _________ at ______________.

OBJECTIVE: The learner will demonstrate the ability to recognize and use words necessary for a brief conversation about religious release time, by selecting from a vocabulary list of twenty-four words and filling-in nine out of ten blanks correctly.

RESOURCE: Religious Release Card

Adult Basic Education Program
Los Angeles Unified School District

Lesson 14 - STUDENT TEST

NAME______________________________

DATE______________________________

LEVEL______________

SCORE______________

DIRECTIONS: Choose the correct words from the following list and place them in the proper blanks in the conversation about religious release time.

need
fifth
member
fourth
signature

many
students
church
instruction
release

religious
worried
is
accident
lunch

never
isn't
bad
let's
often

is
at
absent
phone

S-1 Religious __________ time is for __________ instruction.

S-2 ____________ the instruction ____________ school?

S-1 No, it isn't. It's ___________ at a ____________.

S-2 ____________ religious release time for all __________?

S-1 No. It's usually for students in __________, __________,

and sixth grades.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Field Trips

Lesson 15

DIALOGUE

S-1 What's this? Another form for me to sign?

S-2 Yes. Your child's class has a field trip next Thursday.

S-1 Do you need my signature?

S-2 Yes. The school has to have your approval.

S-1 Where are they going?

S-2 They're going to the zoo.

VOCABULARY

1. form - forma
2. to sign - firmar
3. zoo - zoológico
4. approval - aprobación
5. another - otro(a)
6. after - después
7. has to have - tiene que tener

SUBSTITUTION

What's this? Another form for me to sign?
card fill out?
record keep?

The school has to have your approval.
The principal
The teacher
The coach
He
She

I have to have your approval.
We
They

When is the field trip?

It's next Monday.
Tuesday.
Wednesday.
Thursday.
Friday.
Saturday.
Sunday.

READ

Classes go to many interesting places. They go to museums, parks, zoos, and many other places. The visits are called field trips. Schools must have parents' approval for the child to go.

RESPONSE DRILL

What are class visits to interesting places called?

______________________________.

What are some interesting places to visit?

______________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: trip, field, approval, need

I ________ your _________ for a __________ ___________.

2. Ask a question. Use: going, where

_________ are you ____________?

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from previous lessons and Lesson 15, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

RESOURCE: Field trip permit slip.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 15 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They're going to the zoo. (B)
2. We have a phone at home. (A)
3. Let's complete the form now. (B)
4. You have to help her at home. (A)
5. Do you need my signature? (C)
6. I have a question. (A)
7. It gives your child permission to go home for lunch. (B)
8. The meetings are at school. (B)
9. It's often at a church. (C)
10. We have a club for parents at school. (A)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 15 - STUDENT TEST

NAME______________________________

DATE______________________________

TEACHER'S NAME____________________

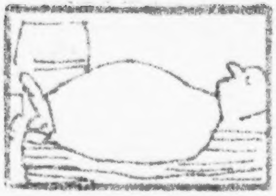
LEVEL_______________

SCORE_______________%

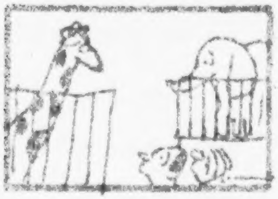
DIRECTIONS: The teacher will read a sentence only twice for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

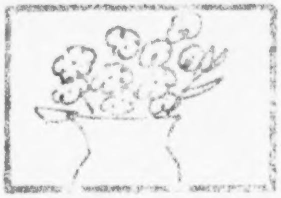
A



B

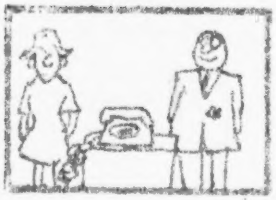


C

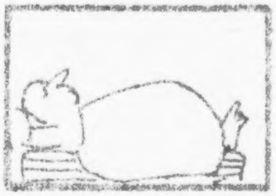


2.

A



B



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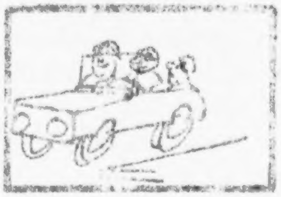

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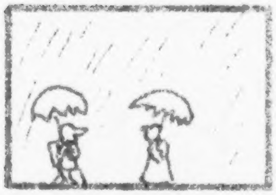

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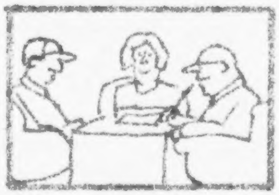

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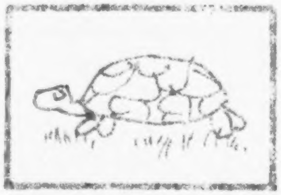

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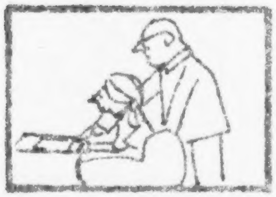

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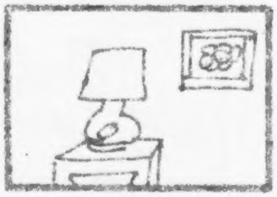

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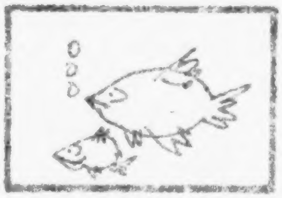

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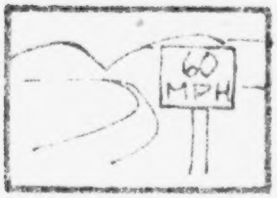

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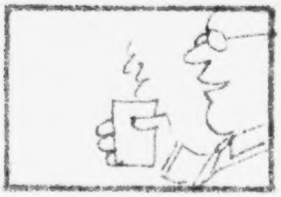

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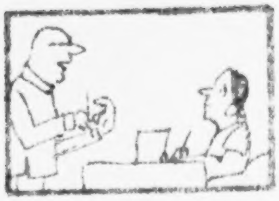

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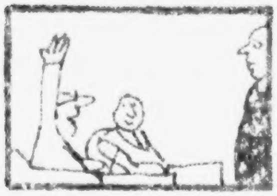

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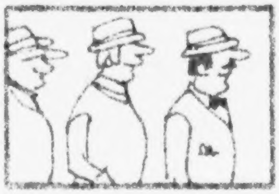

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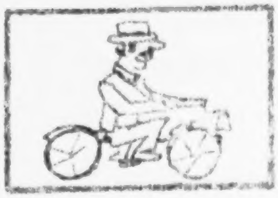

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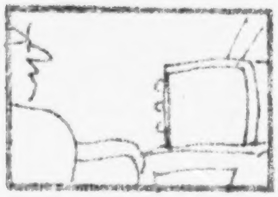

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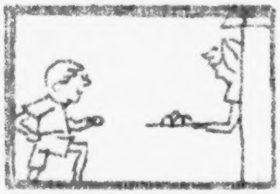

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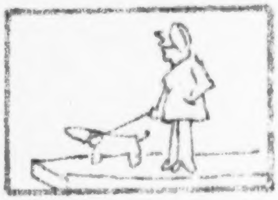

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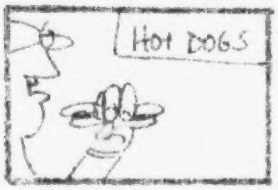

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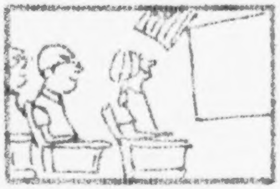

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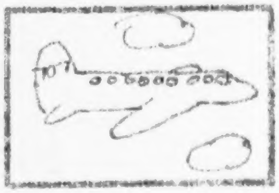

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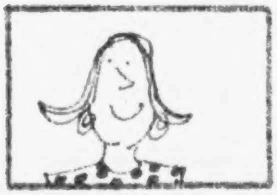

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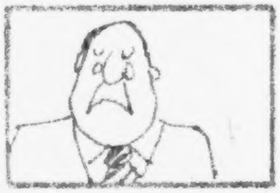

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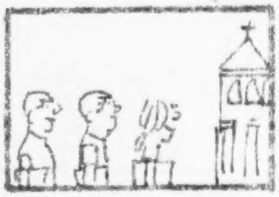

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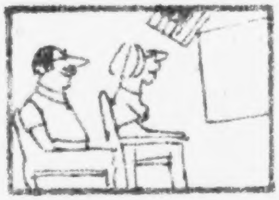

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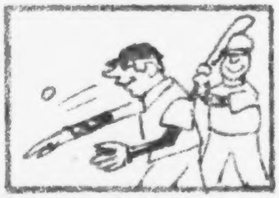

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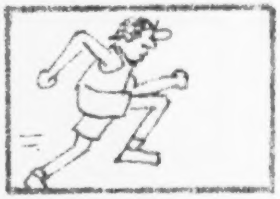

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Permission To Leave During School Hours Lesson 16

DIALOGUE

S-1 My son has an appointment with the dentist next Monday.

S-2 What time is the appointment?

S-1 It's at 9:30 in the morning.

S-2 O.K. Please send a note with your son when he returns.

S-1 O.K., I will. Thank you.

VOCABULARY

1. next - siguiente
2. return - regresar
3. note - nota
4. reason - razón
5. pick up - recoger

SUBSTITUTION

I need a note from you.
letter
card
form

My appointment with the dentist is on Monday.
doctor
teacher
vice-principal
counselor

It's next Monday at 9:30.
Friday 10:15.
Wednesday 6:45.
Tuesday 8:10.
Thursday 2:05.
Sunday 11:30.

READ

Sometimes students must go places during school hours. They need written permission from a parent. A parent must also pick up the child at school.

RESPONSE DRILL

Can students leave school during school hours?
Yes, if they have permission.

Who must pick them up?

________________________.

WRITE AND PRACTICE Lesson 16

1. Ask a question. Use: note, you, have

   Do ______ have to ________ a ______ from me?

2. Answer the question. Use: Monday, next, needs

   He _______ a note for ________ _________.

OBJECTIVE: The student will be able to speak at least four out of the five lines of the Dialogue for Lesson 15 with an acceptable pronunciation, as measured by the teacher's observation.

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Los Angeles Unified School District

Lesson 16 - STUDENT TEST

TEACHER'S NAME________________

DATE________________________

LEVEL____________

SCORE____________%

DIRECTIONS: Please note above (using your own approximation) the percentage of the students in your class who are able to fulfill the performance objective for Lesson 16.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Report Cards

Lesson 17

DIALOGUE

S-1 My child is worried.

S-2 Why? Is she sick?

S-1 No. It's report card time. She's worried about her grades.

S-2 Aren't her grades good?

S-1 They're good in English and art, but not in mathematics.

S-2 You have to help her at home.

VOCABULARY

1. grades - calificaciones
2. worried - preocupado(a)
3. spelling - deletreo, ortografía
4. reading - lectura
5. report card - reporte de calificaciones
6. at home - en casa
7. science - ciencia
8. physical education - educación física

SUBSTITUTION

It's report card time.
breakfast
coffee break
lunch
dinner
bed

They're good in English.
reading.
spelling.
science.
music.
physical education.

She's worried about her grades.
children.
parents.
clothes.

Aren't her grades good?
teachers

READ

Schools fill out report cards for students four times a year. Report card grades are A,B,C,D, and F. Some schools have different ways to report the progress of students. Other schools have parent-teacher conferences. Some schools give notices of satisfactory or unsatisfactory work.

RESPONSE DRILL

How many times do schools fill out report cards?
Schools fill out report cards four times a year.

How many grades are on report cards?
There are five grades on report cards.

What are the five report card grades?
The five report card grades are A,B,C,D, and F.

WRITE AND PRACTICE

1. Ask a question. Use: her, good, English

Aren't ________ grades ________ in __________?

2. Answer the question. Use: good, grades, her

Yes, ______ ________ are ____________.

OBJECTIVE: The student will be able to speak at least five of the six lines of the dialogue with acceptable pronunciation, as measured by the teacher's observation.

RESOURCES: Report cards and other examples of progress reports.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 17 - STUDENT TEST

TEACHER'S NAME__________________

DATE____________________________

LEVEL____________

SCORE____________%

DIRECTIONS: Please note above (using your own approximation) the percentage of the students in your class who are able to fulfill the performance objective for Lesson 17.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Grading Systems

Lesson 18

DIALOGUE

S-1 Not all schools have report cards.

S-2 You're right. Some schools have other kinds of progress reports.

S-1 What's the difference?

S-2 Some progress reports explain the student's work in more detail.

S-1 Don't they have letter grades?

S-2 No, they don't. Many schools also have parent-teacher conferences.

VOCABULARY

1. not - no
2. explain - explicar
3. kinds - clases, especies, formas
4. detail - detalle
5. progress reports - reportes de progreso escolar
6. some - algunos(as), unos(as)
7. sentence - frase, oración
8. outstanding - sobresaliente
9. improve - mejorar

SUBSTITUTION

You're right.
wrong.
early.
late.
correct.
intelligent.
crazy.

What's the difference?
matter?
time?
number?
answer?
question?
date?
year?
price?

Don't they have letter grades?
books?
pencils?
time?
coffee?

No, they don't. Yes, they do.

SUBSTITUTION (CONT'D)

Don't you have a book?	No, I don't.	Yes, I do.
pen?		
ruler?		

READ

Report cards explain student work with letters. "A" is outstanding work. "B" is very good. "C" is satisfactory. "D" is a need to improve. "F" is unsatisfactory work. Letter grades don't explain students' work in detail. Some progress reports explain school work in sentences.

RESPONSE DRILL

How do report cards explain student work?
Report cards explain student work with letter grades.

Do report cards explain work in detail?
No, they don't.

How are some progress reports different from report cards?
Some progress reports explain work in more detail.

WRITE AND PRACTICE

1. Make a sentence. Use: detail, some, explain, reports, progress

_______ _________ _______ _________ school work in

_________.

2. Make a sentence. Use: cards, report, grades, letter

________ _________ explain school work with ________

__________.

OBJECTIVE: Eighty percent of the class (S-2) will make all the responses to the teacher (S-1) in the dialogue about report cards and other types of progress reports, with an acceptable accuracy and pronunciation as measured by the teacher's observation.

RESOURCES: Report cards, various types of progress reports.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 18 - STUDENT TEST

TEACHER'S NAME____________________

DATE______________________________

LEVEL______________

SCORE______________%

DIRECTIONS: The teacher will take the part of S-1 in the dialogue about report cards and other types of progress reports. The students will respond with the part of S-2. From the teacher's observations, put the percentage of students responding with acceptable accuracy and pronunciation.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Notice of Unsatisfactory Work

Lesson 19

DIALOGUE

S-1 My daughter's grades are low. She's worried about getting a "U" notice.

S-2 That's not necessary for her. She's an intelligent girl.

S-1 But she doesn't work. She only thinks about boys.

S-2 My son has a similar problem. He only thinks of girls.

VOCABULARY

1. daughter - hija
2. work - trabajar
3. unsatisfactory work - trabajo insatisfactorio
4. worried - preocupado(a)
5. notice - noticia
6. warnings - advertencias
7. bills - cuentas

SUBSTITUTION

Her grades are low.
high
satisfactory.
unsatisfactory.

She's worried about getting a "U" notice.
keeping her job.
seeing a dentist.
explaining the accident.
paying her bills.

That's not necessary for her.
hard
easy
good
bad

That's not necessary for her.
him.
us.
them.
you.
me.

READ

A "U" notice is a notice to the parents of unsatisfactory school work. It explains unsatisfactory work before report card time. Grades are final. "U" notices aren't final. They are warnings of unsatisfactory progress.

What are "U" notices?
They're notices of unsatisfactory work.

Are "U" notices final?
No, they aren't. But grades are.

Why do students get "U" notices?

______________________________.

WRITE AND PRACTICE

1. Ask a question. Use: low, your, grades, are

_______ _______ _______ _________?

2. Answer the question. Use: aren't, they, no

____, ______ __________.

OBJECTIVE: The learner will demonstrate his ability to understand at least eight of ten English sentences taken from the Substitution sections of Lessons 16 - 19, by choosing from three illustrations the picture that best illustrates each sentence as it is read by the teacher only once.

RESOURCES: Notice of unsatisfactory work.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 19 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. Her grades are bad. (A)
2. That's not necessary for them. (B)
3. He likes to walk. (B)
4. She's worried about seeing a dentist. (B)
5. Don't you have coffee? Yes, I do. (A)
6. What's the year? (C)
7. Mario works hard. (A)
8. He's ready for breakfast. (B)
9. The school sent ten letters in September. (B)
10. It's next Wednesday at 6:45. (C)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 19 - STUDENT TEST

NAME____________________

DATE____________________

TEACHERS'S NAME____________________

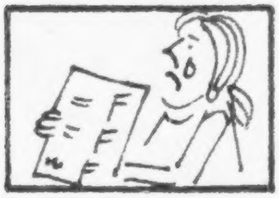
LEVEL__________

SCORE__________

DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

A



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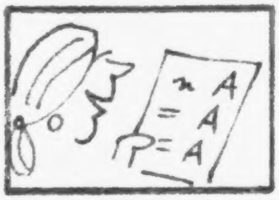

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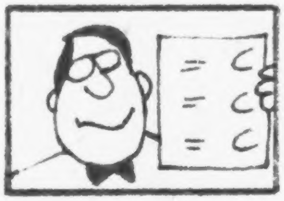

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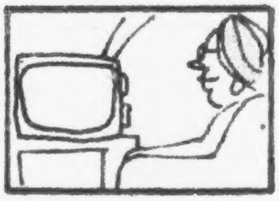

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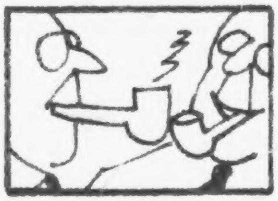

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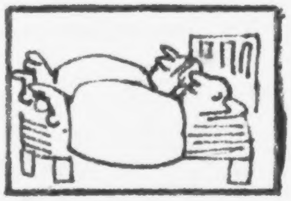

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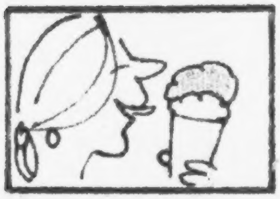

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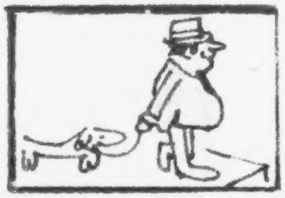

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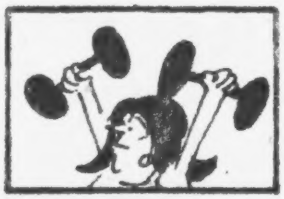

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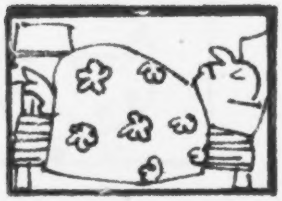

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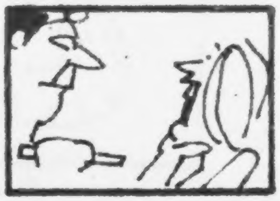

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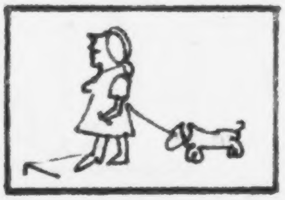

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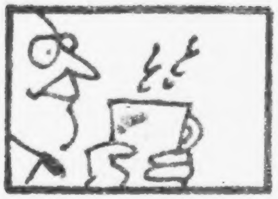

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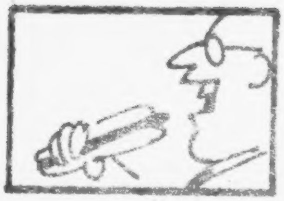

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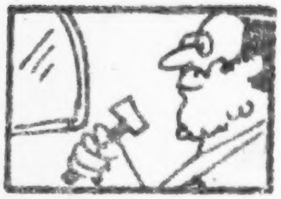

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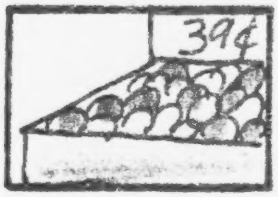

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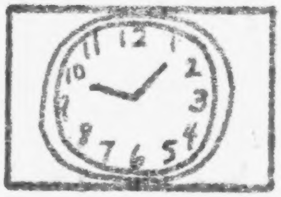
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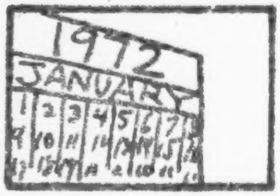
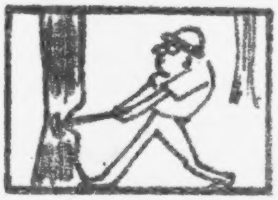
11

C


1972
JANUARY

7.

A



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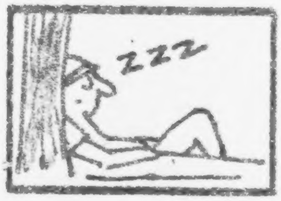

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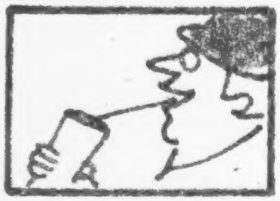
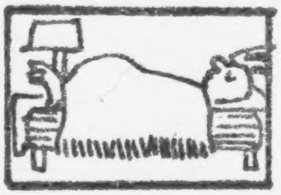


8.

A



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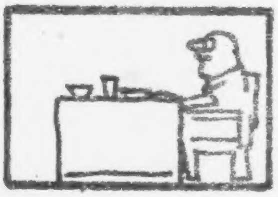

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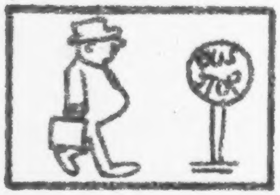

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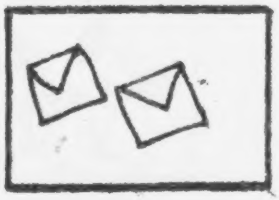

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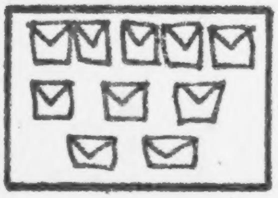

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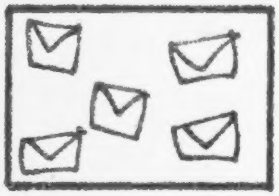

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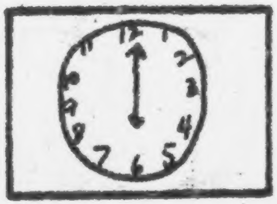
A



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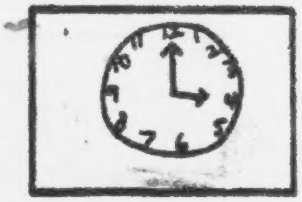

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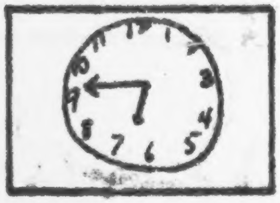


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Cumulative Record Cards

Lesson 20

DIALOGUE

S-1 Schools keep a complete record of every student.

S-2 Does it have information about test results?

S-1 Yes, it does.

S-2 Can a parent see it?

S-1 Yes. Ask for your child's Cumulative Record Card.

VOCABULARY

1. test - prueba
2. results, scores - resultados
3. Cumulative Record Card - Archivo Cumulativo
4. complete - completo
5. sure - seguro
6. remarks - notas, observaciones

SUBSTITUTION

Change these statements to questions:

A parent can see it.	Can a parent see it?
You can keep it.	
He can have it.	
My father can sign it.	
They can explain it.	

Make the above statements and questions negative:

A parent can't see it.	Can't a parent see it?

READ

A Cumulative Record Card has test scores, grades, and health information about a student. It also has remarks by teachers. All this information is important. Teachers and counselors can explain test scores to parents.

RESPONSE DRILL

What information does a Cumulative Record Card have?

____________________________________.

RESPONSE DRILL (CONT'D)

Can parents have the information?
Yes, they can.

Who explains the information to parents?
Teachers and counselors explain it.

WRITE AND PRACTICE

1. Make a question. Use: me, explain, to

Who can ________ the Cumulative Card _____ _______?

2. Give an answer. Use: it, teachers, explain, counselors

________ and _________ can _________ ________.

OBJECTIVE: The learner will demonstrate his understanding of at least four out of five items about a Cumulative Record Card, by making selections from a multiple choice test derived from the Read and Response Drill sections of Lesson 20 and administered by the teacher.

RESOURCE: Cumulative Record Card

Adult Basic Education Program
Los Angeles Unified School District

Lesson 20 - STUDENT TEST

NAME____________________________

DATE____________________________

TEACHER'S NAME__________________

LEVEL____________

SCORE____________

DIRECTIONS: The student will circle the letter of the best choice that completes the item by each number. The student will have a chance to read over the Read and Response Drill sections just before taking the test, but he is not to use those sections while taking the test.

1. The Read section is about:

   a. Absence Cards.
   b. A Permit for Release of Child During School Hours.
   c. Cumulative Record Cards.
   d. Lunch Permit Cards.

2. The Cumulative Record Card:

   a. Is a notice to parents of unsatisfactory school work.
   b. Has information about health, test scores, grades, etc.
   c. Is for the student to take with him to school.
   d. Needs a parent's signature.

3. Teachers and counselors:

   a. Cannot explain test scores to parents.
   b. Can explain test scores to parents.
   c. Cannot explain the information to parents.
   d. Do not want to explain the information.

4. The information in the Cumulative Record Card:

   a. Is not important.
   b. Is only for the teachers.
   c. Is only for the counselors.
   d. Is important.

5. School nurses write in the Cumulative Record Cards because:

   a. The records contain grades.
   b. It has remarks by teachers.
   c. They have health information.
   d. It has test scores.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Attendance

Lesson 21

DIALOGUE

S-1 Is school attendance mandatory for children?

S-2 Yes, it's the state law.

S-1 At what age do children start school?

S-2 Parents must send their children to school by age six.

S-1 Can they start school when they are younger?

S-2 Yes, they may go to pre-school and kindergarten.

VOCABULARY

1. attendance - asistencia
2. age - edad
3. start - empezar
4. excessive - excesivo
5. younger - mas joven
6. work toward - tratar de obtener

SUBSTITUTION

At what age do children start school?
learn to speak?
learn to walk?

Maria is five.	She is young.
Pedro is four.	He is younger than Maria.
Roberto is three.	He is the youngest.

READ

In the United States, attendance at school by children is not voluntary. They can go to a public or a private school, but they must go to school when they're six years old. They can go to kindergarten or pre-school when they are younger. Excessive absences will get the child and parents in trouble.

It's mandatory that a student stay in school until he's sixteen years old. But all students should stay in school until they receive a high school diploma.

RESPONSE DRILL

Is school attendance for children voluntary?
No, it's mandatory.

When do children begin school?

____________________________________.

Why should a student work toward a high school diploma?

____________________________________.

WRITE AND PRACTICE

1. Make this question negative:

   Is school attendance for children voluntary?

   ____?

2. Make this question negative:

   Can they start school when they are younger?

   ____?

OBJECTIVE: Eighty percent of the class will demonstrate an ability to use an acceptable American English intonation by doing so with at least five out of the seven sentences in the dialogue, as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 21 - STUDENT TEST

TEACHER'S NAME________________

DATE_______________________

LEVEL __________

SCORE__________%

DIRECTIONS: Use the Dialogue section of this lesson to test the students. Model each sentence and then listen carefully as the class repeats. Give an approximate percentage of the class who use an acceptable intonation as each complete sentence is repeated.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Immunization

Lesson 22

DIALOGUE

S-1 I'm going to take the children to the doctor.

S-2 Why? Are they sick?

S-1 No. They need their polio shots. They can't enroll without them.

S-2 I hope they aren't worried. I don't like shots.

S-1 Nobody does, but they're necessary.

VOCABULARY

1. immunization - inmunización
2. enroll - matricular
3. without - sin
4. I hope - ojala
5. shots - injecciones
6. vaccine - vacuna
7. disease - enfermedad
8. thousands - miles
9. available - disponible
10. crippled - tullido
11. nobody - nadie

SUBSTITUTION

I'm going to take the children to the doctor.
He's
You're
We're
They're
She's

I'm going to get a polio shot.
measles shot.
flu shot.
penicillin shot.
tetanus shot.

He's going to the clinic.
the doctor.
the hospital.
the dentist.
the pediatrician.

READ

Polio is a serious disease. In the past, thousands of students got it. Many were crippled. A vaccine is now available. In California, all students must have polio immunization. It's mandatory.

RESPONSE DRILL

Why should children get shots?

______________________________.

WRITE AND PRACTICE

Make these sentences future:

1. She goes to the doctor.

______________________________________.

2. He takes the children to the clinic.

______________________________________.

3. He gets a polio shot.

______________________________________.

Choose the correct word (their, they're):

4. __________ going to the doctor.

5. They need ____________ polio shots.

OBJECTIVE: Eighty percent of the students will demonstrate an ability to use the future tense with "going to", by doing so orally with four out of five sentences as observed by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 22 - STUDENT TEST

TEACHER'S NAME____________________

DATE______________________________

LEVEL_____________

SCORE_____________%

DIRECTIONS: The teacher will read each sentence twice. The students will respond orally by changing the sentences to the future by using "going to".

1. She goes to the clinic.
2. He takes the children to the hospital.
3. She gets a penicillin shot.
4. He goes to the dentist.
5. She takes the children to the clinic.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Public And Private Schools

Lesson 23

DIALOGUE

S-1 How much is the tuition in elementary school?

S-2 You don't pay tuition. It's a public school.

S-1 Some schools have tuition.

S-2 Yes, private schools do, but public schools don't.

S-1 My son's in a state college. He pays tuition.

S-2 Colleges and universities are different. They have tuition.

VOCABULARY

1. tuition - cuota, precio de la enseñanza
2. tax - impuesto
3. how much - cuanto
4. expenses - gastos
5. private school - escuela privada

SUBSTITUTION

How much is the tuition?
rent?
admission?

How much does it cost?
(Substitute for it)

My son's in college.
junior college.
adult school.
elementary school.
pre-school.

He pays tuition.
rent.
taxes.
bills.

READ

The United States has two kinds of schools: public schools and private schools. Tax money pays for public schools. Private schools need tuition to pay expenses. Also, public colleges and universities use tuition to help pay expenses.

RESPONSE DRILL

Who pays for public schools?

______________________________.

RESPONSE DRILL (CONT'D)

How do private schools get money?

________________________________.

WRITE AND PRACTICE

Change to questions:

1. He pays his tuition.

________________________________?

2. She pays her rent.

________________________________?

3. They pay their taxes.

________________________________?

OBJECTIVE: Eighty percent of the class will use an acceptable pronunciation of the complete Substitution section (as modeled by the teacher) without looking at the lesson, as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 23 - STUDENT TEST

TEACHER'S NAME ____________________

DATE ______________________________

LEVEL ____________

SCORE ___________%

DIRECTIONS: Use the Substitution section of this lesson to test the students. Model the sentence and substitute words and listen carefully to give an approximate percentage of the class who use an acceptable pronunciation as each complete sentence is repeated.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Free Education

Lesson 24

DIALOGUE

S-1 What are the costs at a public school?

S-2 Education for children in public schools is free.

S-1 Books, too?

S-2 Of course. But you can't keep them.

S-1 How about paper and pencils?

S-2 They're free, too, but many students get their own.

VOCABULARY

1. costs - costos
2. free - gratis
3. of course - por supuesto
4. their own - los de ellos(as)
5. expensive - caro(a)
6. clothes - ropa
7. especially - especialmente
8. too - también

SUBSTITUTION

Education for children in public schools is free.
Paper
Instruction

Books are free.
Pencils
Report cards
School forms

Many students get their own paper.
pencils.
pens.
erasers.

How much does a book cost?
______
______
______
______
______

How much do the books cost?
______
______
______
______
______

READ

All necessary things children need in public schools are free. Special or personal books, paper, pens, etc., aren't free.

RESPONSE DRILL

What's free for children in public schools?
All necessary things are free.

What things are not free?

______________________________.

WRITE AND PRACTICE

1. Ask a question. Use: paper, keep, children,

Can __________ _______ their ________?

2. Answer the question. Use: free, yes, it's

_____, _____ __________.

OBJECTIVE: Eighty percent of the students will be able to demonstrate an auditory comprehension of the Dialogue, Substitution, and Read sections, by raising hands four out of six times, when the teacher reads a true statement.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 24 - STUDENT TEST

TEACHER'S NAME____________________

DATE______________________________

LEVEL__________

SCORE__________%

DIRECTIONS: Read the number and each sentence two times. The students are to raise their hands for the true statements. (See "Objective" for Lesson 24).

1. Education for children in public schools isn't free. (F)

2. Paper for children in public schools is free. (T)

3. Books for children are free. (T)

4. Instruction for children in public schools is free. (T)

5. Report cards for children are free. (T)

6. Report cards cost the children money. (F)

7. All necessary things children need in public schools cost them money. (F)

8. All necessary things children need in public schools are free. (T)

9. Education for children in public schools is free. (T)

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Vandalism

Lesson 25

DIALOGUE

S-1 Isn't it wonderful? Everything at school is free.

S-2 Well, not everything.

S-1 What do I have to buy?

S-2 Not buy, pay for.

S-1 Please explain.

S-2 Parents have to pay for damage their children do.

VOCABULARY

1. wonderful - maravilloso(a)
2. buy - comprar
3. pay for - pagar
4. damage - daño
5. everything - todo
6. injury - injuria
7. vandalism - vandalismo
8. repairs - reparación

SUBSTITUTION

Isn't it wonderful?
great?
nice?
beautiful?
terrible?
sad?

Parents have to pay for damage.
vandalism.
repairs.
destruction.

READ

Damage to school property or injury to other people by children is the responsibility of parents. These actions can be very expensive. Malicious damage to any property is vandalism. Vandalism, especially to schools, is a serious problem.

RESPONSE DRILL

Who's responsible for damage or injury by children?

________________________________.

What's vandalism?

________________________________.

RESPONSE DRILL (CONT'D)

How can damage be prevented?

_________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: property, pay, for, to, damage, has, school, who, to

_____ _____ _____ _____ _____ _____ _____ _____

__________?

2. Answer the question. Use: pay, have, parents, to

_____ _____ _____ _____.

OBJECTIVE: The learner will show his ability to understand at least eight of ten English sentences taken from the Substitution sections of Lessons 24 and 25, by choosing from three pictures the correct picture that best illustrates each sentence as it is read by the teacher only once.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 25 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. Tomorrow I can go shopping. (A)
2. I have a new book. (A)
3. I'm going to get married. (A)
4. Parents have to pay for damage. (C)
5. Parents have to pay for food. (A)
6. Parents have to pay for clothes. (C)
7. Books for children are free. (B)
8. Report cards for children are free. (A)
9. Parents have to pay for coffee. (B)
10. Parents have to pay for phones. (B)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 25 - STUDENT TEST

NAME________________________________

DATE________________________________

TEACHER'S NAME______________________

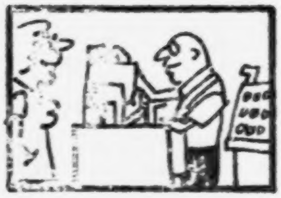
LEVEL____________

TEST____________

DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

A



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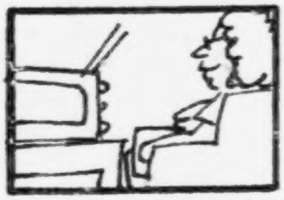
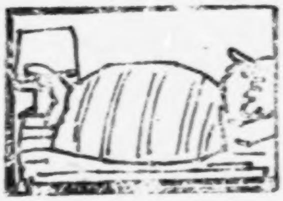
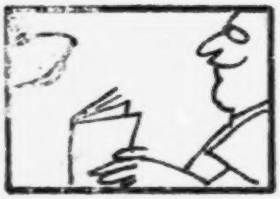


C



2.

A



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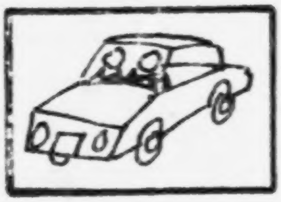

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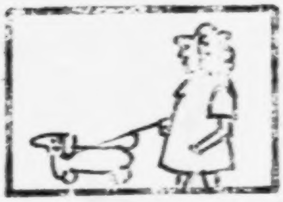
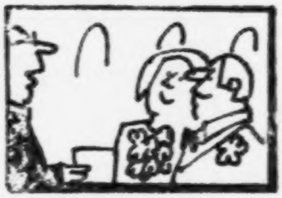


3.

A



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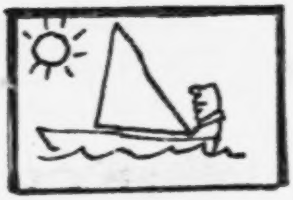

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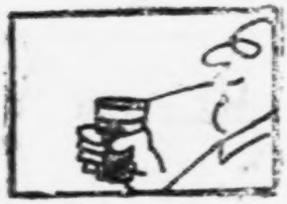
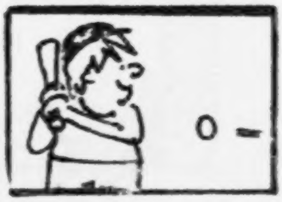


4.

A



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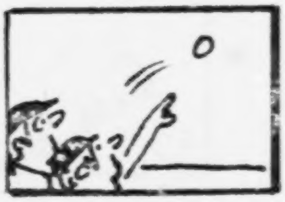

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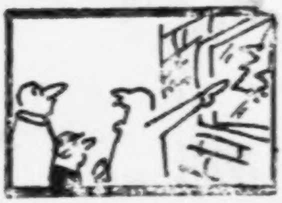
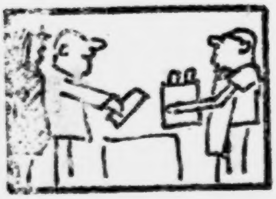
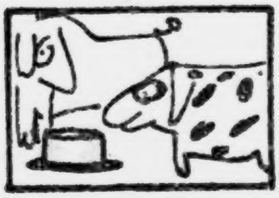
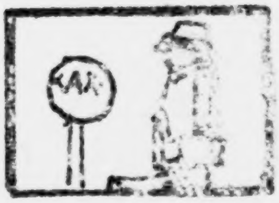


A B C

5.

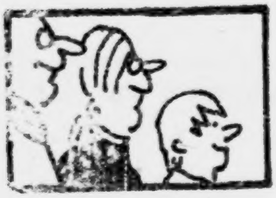


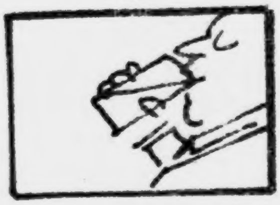


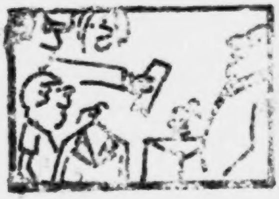


A B C

6.

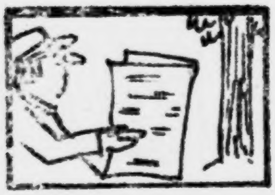


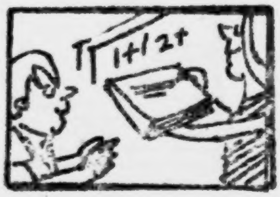


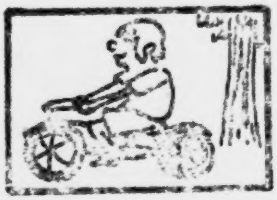


A B C

7.

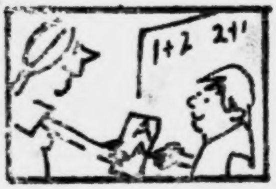


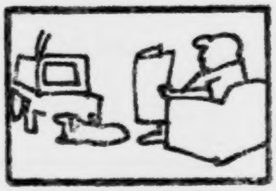


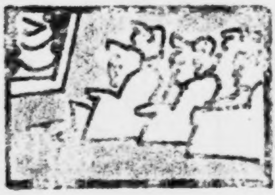


A B C

8.

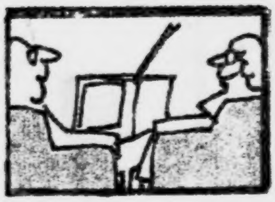


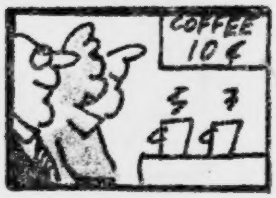


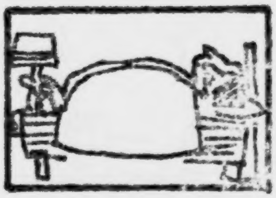


A B C

9.

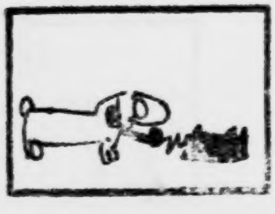


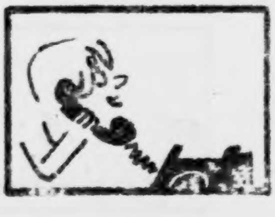


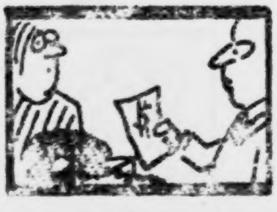


A B C

10.







Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Elementary School Subjects

Lesson 26

DIALOGUE

S-1 What do children study in elementary school?

S-2 They study reading, English, math, science, and other subjects.

S-1 Is it always the same?

S-2 Not exactly. The curriculum varies for each grade.

VOCABULARY

1. curriculum - curso de estudios
2. reading - lectura
3. math - matemática
4. science - ciencia
5. same - lo mismo, igual
6. varies - variar
7. learn - aprender
8. handwriting - escritura
9. spelling - deletreo
10. safety - seguridad

SUBSTITUTION

What do children study in elementary school?
learn
play
read
write

They study reading and other subjects.
Spanish — things.
English — courses.
math
science

Is it always the same? — Not exactly.
Not always.
Sometimes.
Once in awhile.

READ

Children study reading, handwriting, spelling, mathematics, and physical education in elementary school. They study geography, history, civics, science, art, and misic, too. Health and safety are also learned in school.

RESPONSE DRILL

What are some subjects students study in elementary school?

____.

WRITE AND PRACTICE

1. Ask a question. Use: curriculum, is, your, the, in

What ____ _____ __________ _____ ________ school?

2. List six elementary school subjects in alphabetical order.

____________________ ____________________

____________________ ____________________

____________________ ____________________

OBJECTIVE: The student will be able to define at least eight out of the ten words in the vocabulary list by means of a multiple choice test given by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 26 - STUDENT TEST

NAME______________________________

DATE______________________________

TEACHER'S NAME____________________

LEVEL_______________

SCORE_______________

DIRECTIONS: Choose the correct English words and write them in the blanks.

subject
study
spelling
reading
handwriting

math
learn
science
third
same

1. matemática ______________________________
2. lo mismo ______________________________
3. lectura ______________________________
4. materia ______________________________
5. estudiar ______________________________
6. tercer ______________________________
7. deletreo ______________________________
8. escritura ______________________________
9. aprender ______________________________
10. ciencia ______________________________

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

High School Curriculum

Lesson 27

DIALOGUE

S-1 The high school curriculum offers many subjects.

S-2 Everyone has to take required classes like English and history.

S-1 They also have special subjects such as typing and auto mechanics.

S-2 It must be very confusing.

S-1 That's why high schools have counselors. They help students with their classes.

VOCABULARY

1. confusing - confuso(a)
2. electives - electivos(as)
3. credits - créditos
4. large - grande
5. everyone - todos
6. It must be - ha de ser
7. certain - ciertos(as)
8. subject - materia
9. offer - ofrecer
10. required - exigido(a)
11. That's why - Por eso es

SUBSTITUTION

Everyone has to take classes like English and history.
science and math.
art and music.

They also have special subjects.
other activities.
elective courses.
required classes.

It must be very confusing.
exciting.
interesting.
difficult.

That's why high schools have counselors.
junior high schools
elementary schools
adult schools

SUBSTITUTION (CONT'D)

They help students with their subjects.
children problems.
adults difficulties.
young people questions.

READ

There are many subjects offered in high school. Certain subjects are required for all students. Other subjects aren't mandatory. These are electives. Students receive credits for classes. High school students need a certain number of credits for graduation.

RESPONSE DRILL

Are all subjects mandatory in high school?

______________________________.

What are five subjects students take in high school?

____.

What do students need for graduation?

______________________________.

WRITE AND PRACTICE

1. Write four subjects students take in high school.

_______________ _______________

_______________ _______________

2. Make a sentence. Use: English, everyone, take

________ has to _________ ______________.

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 26 and 27, by choosing from three illustrations the one that best illustrates each sentence as it is read only once by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 27 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. What do children play in elementary school? (A)
2. Everyone has to take subjects like physical education (A)
3. It must be very exciting. (B)
4. They help adults with their difficulties. (B)
5. They also have special sports. (A)
6. What do children write in elementary school? (C)
7. It must be very confusing. (A)
8. They also have special clothes. (A)
9. Everyone has to take subjects like music. (A)
10. They study handwriting, English, math, science, and other subjects. (A)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 27 - STUDENT TEST

NAME ______________________

DATE ______________________

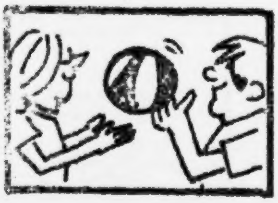
TEACHER'S NAME ______________

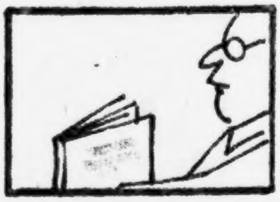
LEVEL ______________

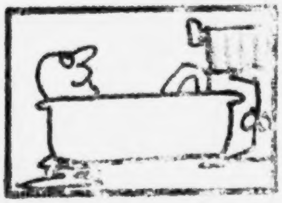
SCORE ______________

DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

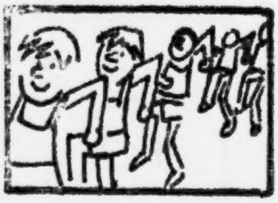
1\.

A


B


C


2\.

A


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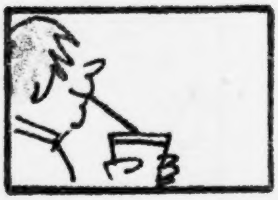

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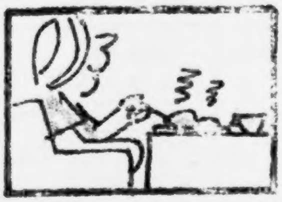
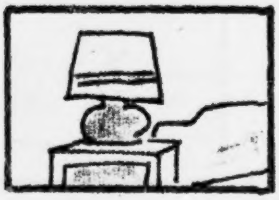


3\.

A


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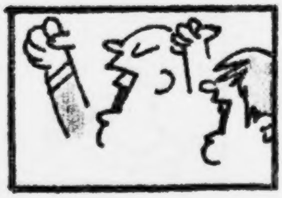

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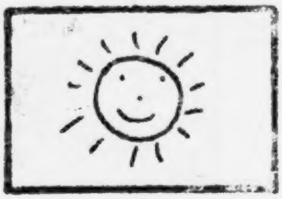

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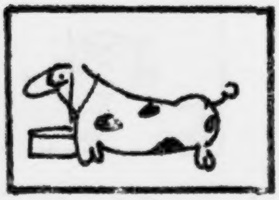
A


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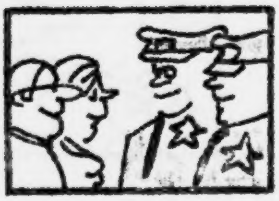

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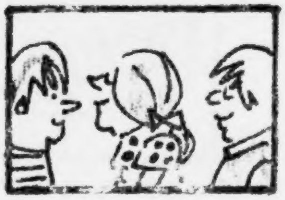

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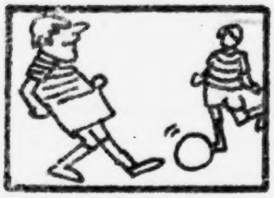
A



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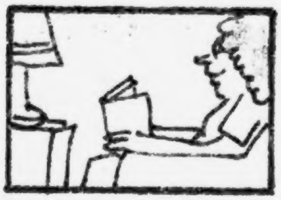

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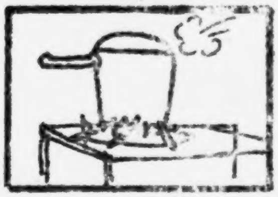
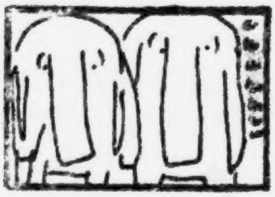
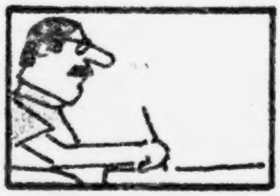


6.

A



B



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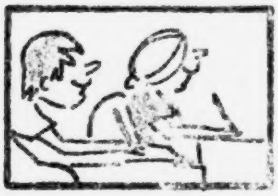
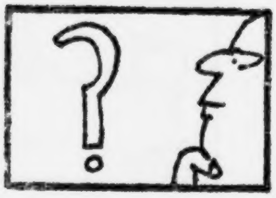


7.

A



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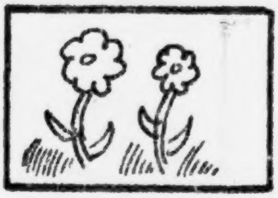

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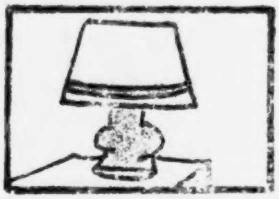
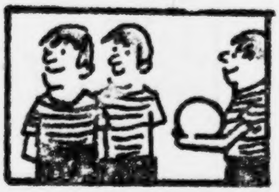


8.

A



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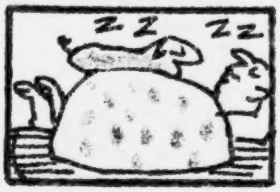

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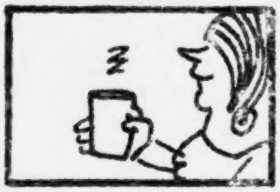

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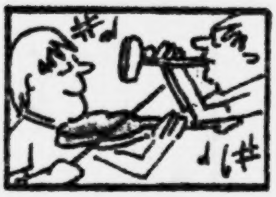
A



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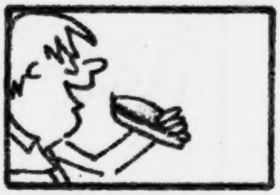

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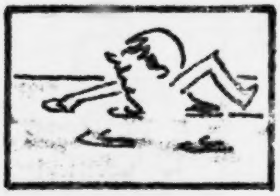

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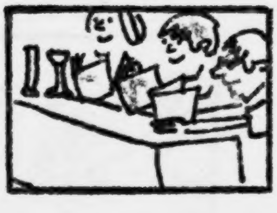
A



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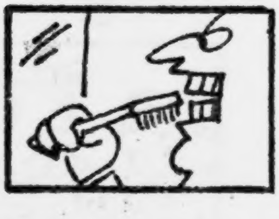

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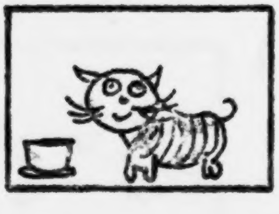


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Help With Reading

Lesson 28

DIALOGUE

S-1 My boy's having trouble with his reading.

S-2 Maybe he needs remedial help.

S-1 That's what his teacher wants to do for him. Is it a good thing?

S-2 Oh yes. He gets individual help with his reading skills.

S-1 I hope it helps him.

VOCABULARY

1. trouble - dificultad
2. remedial - correctivo
3. maybe - tal vez, quizá
4. materials - materiales
5. usually - usualmente
6. skill - habilidad
7. probably - probablemente

SUBSTITUTION

My boy's having trouble with his reading.
spelling.
math.
homework.

My boy's having trouble with his reading.
problems
difficulty
a hard time

Maybe he needs remedial help.
special
extra
individual

Maybe he needs remedial help.
Perhaps
Possibly
Probably

I hope it helps him.
her.
them.
you.

I hope ________________.
________________.
________________.
________________.

READ

Sometimes students need extra help. They can get it in remedial classes. In these classes, students have special books and materials. Teachers have more time to help each student.

RESPONSE DRILL

What are remedial classes?

___________________________________.

Why do some students need remedial classes?

___________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: English, you, with, trouble, have

   Do ____ _____ ______ _____ _________?

2. Answer the question. Use: it, confusing, is, sometimes

   Yes, ____ ____ _________ __________.

OBJECTIVE: Eighty percent of the class will use an acceptable pronunciation of the complete Substitution section (as modeled by the teacher) without looking at the lesson, as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 28 - STUDENT TEST

TEACHER'S NAME____________________

DATE____________________________.

LEVEL_____________

SCORE____________%

DIRECTIONS: Use the Substitution section of this lesson to test the students. Model the sentence and substitute words and listen carefully in order to give an approximate percentage of the class who use an acceptable pronunciation as each complete sentence is repeated.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Job Counseling

Lesson 29

DIALOGUE

S-1 My daughter doesn't want to go to college. She wants a job.

S-2 I think her high school counselor can help.

S-1 But counselors only help students with their subjects.

S-2 They do more than that. They also have information about jobs.

VOCABULARY (New and Review)

1. only - únicamente, solamente
2. their - de ellos
3. more than - mas qué
4. also - también
5. get - obtener
6. job - empleo
7. counselor - consejero
8. help - ayudar

SUBSTITUTION

My daughter doesn't want to go to	college.	She wants a job.
cousin	school.	He
son	work.	Saul
brother	church.	My daughter
mother	San Francisco.	

I think her high school counselor can help.
he wants a job in Los Angeles.
they need a house.
the baby needs to see a doctor.
____________________.

READ

Counselors in high school have important jobs. They explain curriculum and test scores to students. They can also help some students get jobs. They have information about colleges and universities. They also help students with personal problems.

RESPONSE DRILL

What do high school counselors do?

____.

____.

____.

WRITE AND PRACTICE

Change these sentences by using the word "only":

1. I shop on Monday.

   ______________________________.

2. I see two cars.

   ______________________________.

3. He thinks about girls.

   ______________________________.

4. You're eighteen years old.

   ______________________________.

5. It's three o'clock.

   ______________________________.

6. We're five minutes late.

   ______________________________.

OBJECTIVE: The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution section of Lesson 29, by choosing from three drawings the correct one that illustrates each sentence as it is read only once by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 29 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. My daughter doesn't want to go to college. (A)
2. I only shop on Monday. (A)
3. He only thinks about girls. (A)
4. We're only five minutes late. (B)
5. She wants a job. (A)
6. I think the baby needs to see a doctor. (C)
7. My son wants to go to church. (B)
8. I only see two cars. (A)
9. I think they need a house. (B)
10. He wants a job. (B)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 29 - STUDENT TEST

NAME________________________________

DATE________________________________

TEACHER'S NAME________________________

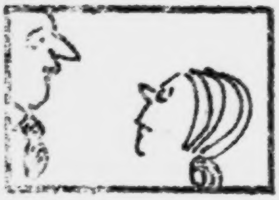
LEVEL______________

SCORE______________

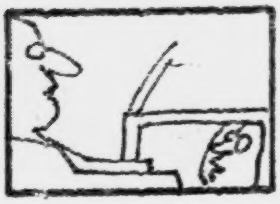
DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

A



B



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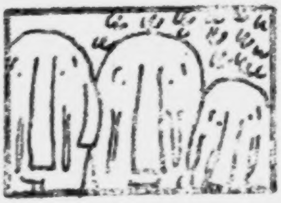
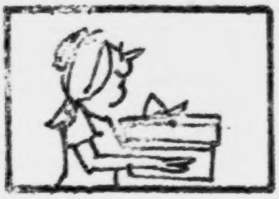


2.

A



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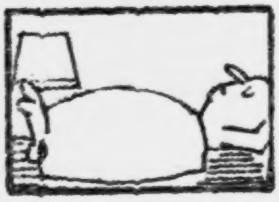

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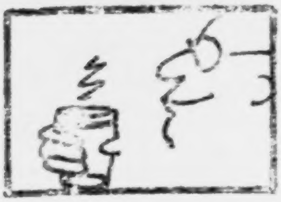
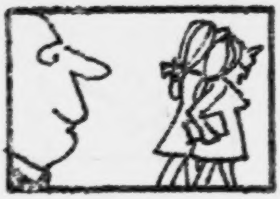


3.

A



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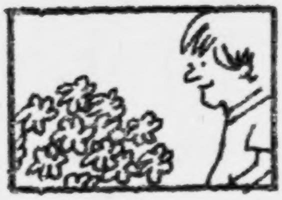

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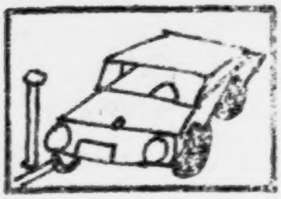
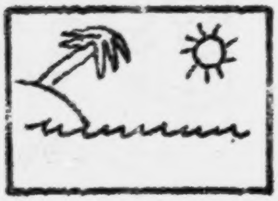


4.

A



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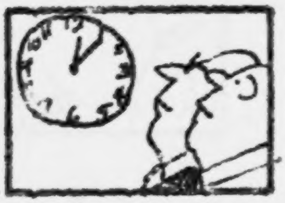
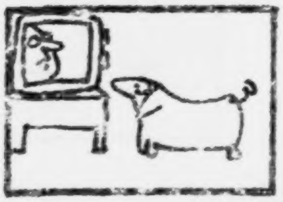


C



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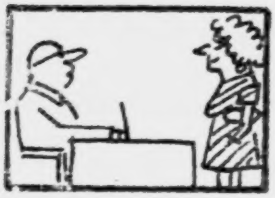

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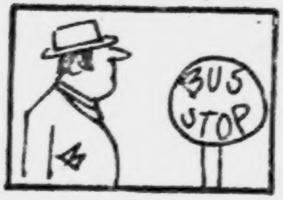

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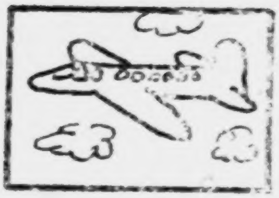

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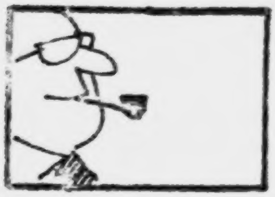

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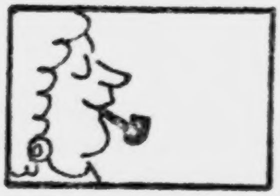

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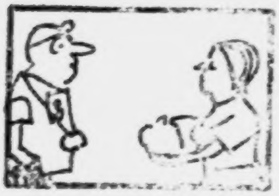

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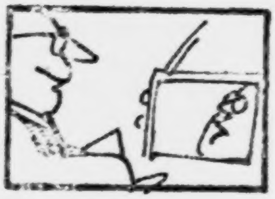

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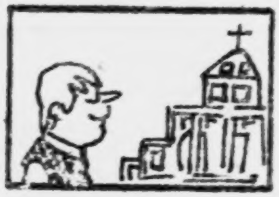

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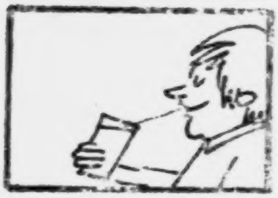

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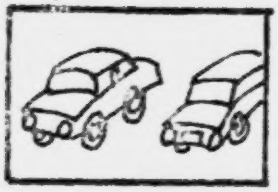

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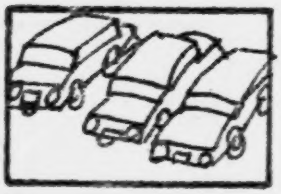

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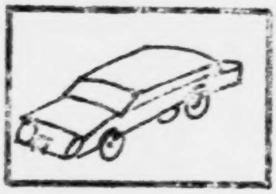

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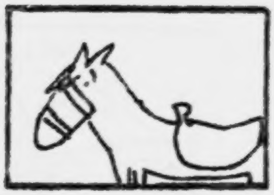

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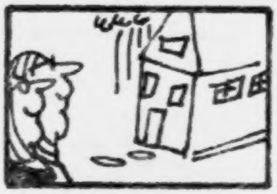

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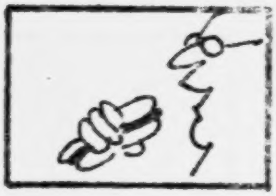

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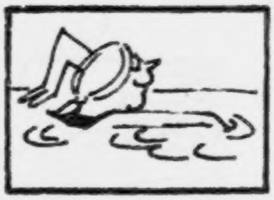

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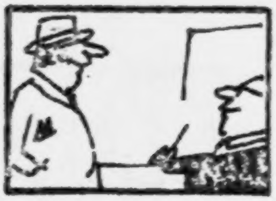

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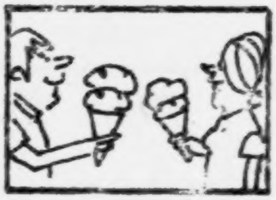


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

College

Lesson 30

DIALOGUE

S-1 Which college does your son want to attend?

S-2 He's thinking about beginning at a junior college.

S-1 Why? They're only two-year schools.

S-2 That's true. After two years, he's going to transfer.

S-1 He has to. He can't get an advanced degree from a junior college.

VOCABULARY (New and Review)

1. transfer - transferir
2. degree - título academico
3. need - necesitar
4. state - estado
5. after - después
6. advanced - avanzado(a)
7. require - requerir

SUBSTITUTE

He's thinking about beginning at a junior college.
finishing at a four year college.
transferring to another school.
going to work.

That's true.
O.K.
right.
wrong.
not right.
too difficult.

He's going to transfer.
Gloria's
Frank's
I'm
We're

He has to.
She

I have to.
You
They
We

READ

College work usually requires four years. A student can go to a junior college for his first two years. To get an advanced degree, he must transfer to a four year college or university.

RESPONSE DRILL

How many years does a student usually go to college?

______________________________________.

Where can students go for the first two years of college?

______________________________________.

How do junior college students get an advanced degree?

______________________________________.

WRITE AND PRACTICE

Discuss and write what each of these abbreviations mean:

A.A. __________________________
B.A. __________________________
B.S. __________________________
M.A.__________________________
M.S. __________________________
Ph.D.__________________________
U.C.L.A._______________________
E.L.A.C._______________________
L.A.C.C._______________________

OBJECTIVE: Eighty percent of the class will use an acceptable pronunciation of the complete Substitution section (as modeled by the teacher) without looking at the lesson, as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 30 - STUDENT TEST

TEACHER'S NAME________________

DATE_________________________

LEVEL____________

SCORE____________%

DIRECTIONS: Use the Substitution section of this lesson to test the students. Model the sentence and substitute words and listen carefully in order to given an approximate percentage of the class who use an acceptable pronunciation as each complete sentence is repeated.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Learning A Trade

Lesson 31

DIALOGUE

S-1 Is your son going to go to college?

S-2 No. He wants to learn a trade.

S-1 You mean like a mechanic, carpenter, plumber or electrician?

S-2 Right. He can study at a Regional Occupational Center.

S-1 And adult schools have occupational programs, too.

VOCABULARY

1. trade - ocupación, oficio
2. plumber - plomero
3. electrician - electricista

6. Regional Occupational Center - Centro (Escuela) de Oficios
7. You mean like - como un(a)

SUBSTITUTION

He wants to learn a trade.
language.
business.
profession.

You mean like a mechanic?
carpenter?
plumber?
electrician?
painter?
chef?

He can study at a Regional Occupational Center.
community adult school.
trade school.

READ

The need for tradesmen is very great and the pay is often high. Some state and federal programs pay students to learn. Los Angeles offers classes in its occupational centers and adult schools. School counselors have information about training programs for trades.

RESPONSE DRILL

Where can students learn a trade?

________________________.

RESPONSE DRILL (CONT'D)

What programs pay students to learn a trade?
Some state and federal programs do.

What are the names of two occupational centers and two adult schools in your city?

______________________________ ______________________________

______________________________ ______________________________

WRITE AND PRACTICE

Add can to each sentence.

1. I go home. I can go home.
2. He goes to school. ______________________.
3. She leaves early. ______________________.
4. You study at night. ______________________.
5. Frank transfers next year. ______________________.

Write two sentences using "can".

6. ____________________________________.
7. ____________________________________.

OBJECTIVE: The learner will demonstrate his ability to understand at least eight of ten English sentences taken from Lesson 31, by choosing from three illustrations the correct picture that best illustrates each sentence as it is read by the teacher only once.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 31 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. He wants to learn a trade. (A)
2. You mean like a plumber? (C)
3. You mean like a mechanic? (A)
4. He can study at a trade school. (B)
5. You study at night. (A)
6. He can study at an adult school. (B)
7. She leaves early. (C)
8. I go home. (A)
9. He can go to school. (B)
10. He wants to learn a language. (A)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 31 - STUDENT TEST

NAME

DATE

TEACHER'S NAME

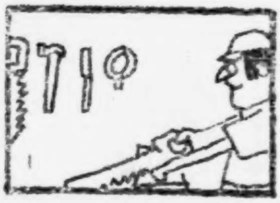
LEVEL

SCORE

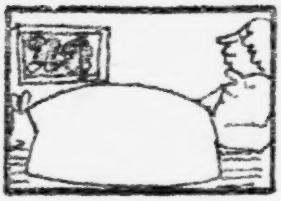
DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

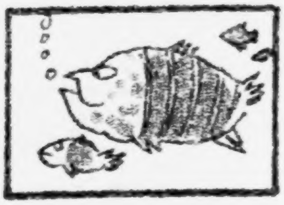
A



B

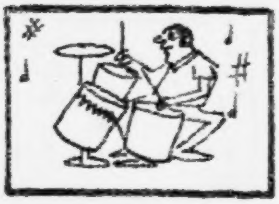


C



2.

A



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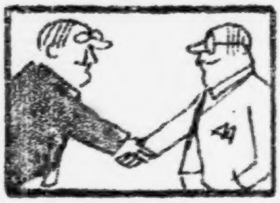

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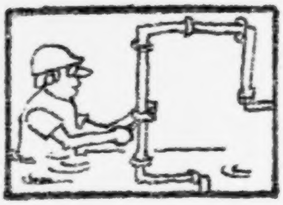
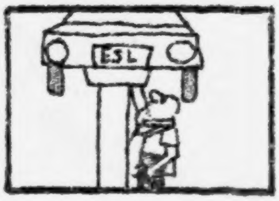


3.

A



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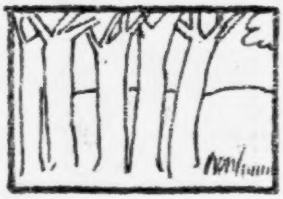

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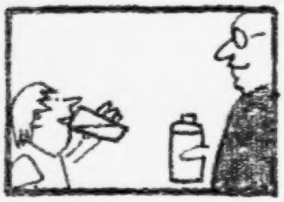
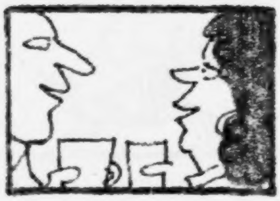


4.

A



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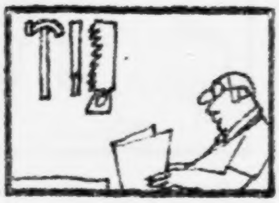

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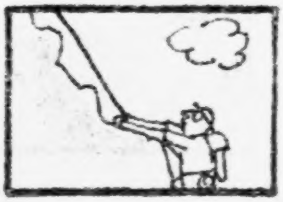

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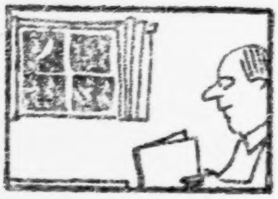

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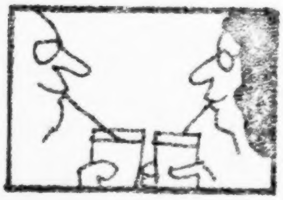

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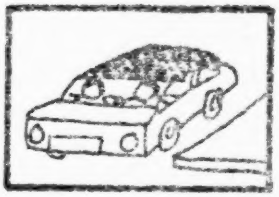

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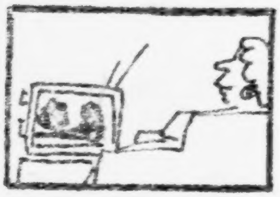

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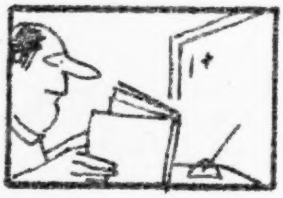

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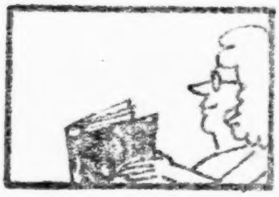

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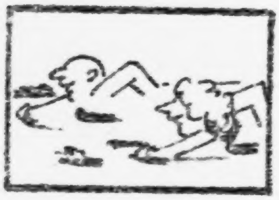

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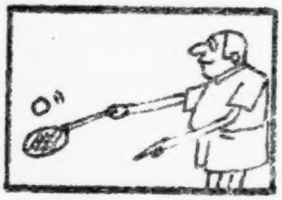

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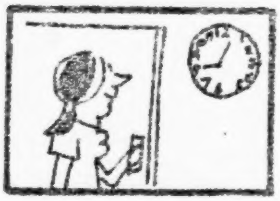

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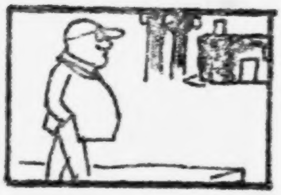

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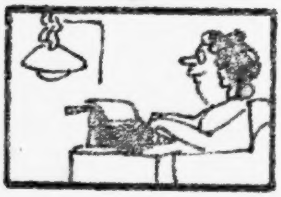

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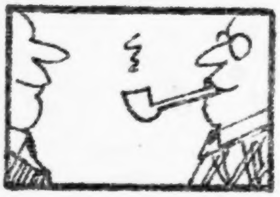

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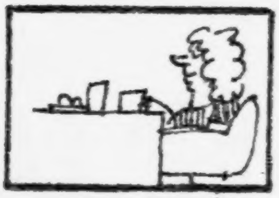
A



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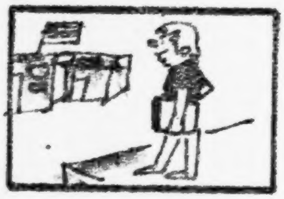

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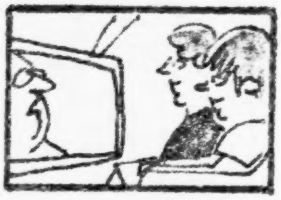

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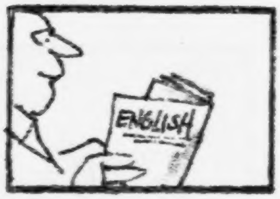

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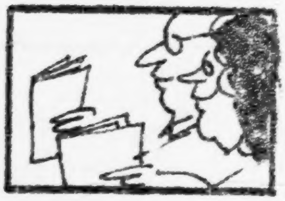

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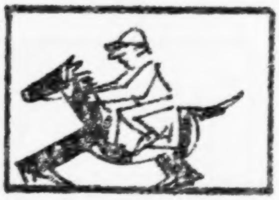


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

College Scholarships

Lesson 32

DIALOGUE

S-1 Tom graduates from the community adult school in June. He hopes to get a scholarship to college.

S-2 A full scholarship?

S-1 Just a partial one. It only pays for tuition and books.

S-2 Then he has to pay for his room and board.

S-1 Yes. But he plans to get a part-time job.

VOCABULARY

1. scholarship - beca
2. partial - parcial
3. room and board - pensión completa (cuarto y comida)
4. just (only) - únicamente
5. part-time job - empleo de unas cuantas horas

SUBSTITUTION

Tom graduates from adult school in June.
high school August.
college May.

He has to pay for his room and board.
breakfast.
food.
lunch.
clothes.
transportation.

He plans to get a part-time job.
full-time
day
night

READ

It's inexpensive to go to a community adult school, but it's expensive to go to college. Some students receive scholarships which pay for all or part of college expenses.

WRITE AND PRACTICE

Lesson 32

NOTE TO TEACHER: Practice changing the sentences with indirect objects that have prepositions (Column A) to similar sentences that don't use prepositions (Column B).

	A	B
1.	She sent a note to you.	She sent you a note.
2.	He gave a book to me.	He gave me a book.
3.	I asked a question of you.	
4.	They buy lunch for us.	
5.	Please get some coffee for me.	

Write four of your own sentences.

6. ______________________________.

7. ______________________________.

8. ______________________________.

9. ______________________________.

OBJECTIVE: Eighty percent of the students will demonstrate an ability to use an indirect object pronoun without a preposition in the correct position in a sentence, by doing so orally with four out of five sentences as observed by the teacher.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 32 - STUDENT TEST

TEACHER'S NAME________________

DATE________________

LEVEL________________

SCORE____________

DIRECTIONS: The teacher will repeat each of the sentences in Column A two times and the students will respond one time with the sentences in Column B.

A	B
1. Please get some coffee for me.	1. Please get me some coffee.
2. She sent a note to you.	2. She sent you a note.
3. He gave a book to me.	3. He gave me a book.
4. They buy lunch for us.	4. They buy us lunch.
5. I asked a question of you.	5. I asked you a question.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Homework

Lesson 33

DIALOGUE

S-1 Do your children have homework?

S-2 Yes. They have about a half hour of homework every day.

S-1 What do you do to help them?

S-2 We try to keep it quiet - and NO interruptions!

S-1 Do you actually help them with their assignments?

S-2 Yes, especially with their math.

VOCABULARY

1. homework, assignment - tarea escolar (en casa)
2. sometimes - algunas veces, a veces
3. place - lugar
4. actually - realmente
5. quiet - quieto(a)

SUBSTITUTION

Do your children have homework?
a good teacher?
a place to study?
time to study?

They have about a half hour of homework.
an hour
forty-five minutes
fifteen minutes

What do you do to help them? I ______________________.
______________________.
______________________.
______________________.

SUBSTITUTION (CONT'D)

My husband wants to buy a good dictionary.

wife	a new dress.
son	a new car.
cousin	a new house.

READ

Students often have school work to do at home. A good dictionary can help students and the entire family. It's unnecessary to buy other expensive books for home study. The greatest help is a regular time to study and a quiet place.

RESPONSE DRILL

How can you help your children with their homework?

____.

How can a dictionary help you?

____.

WRITE AND PRACTICE

Using the dictionary, write the meanings for the following five words:

1. homework -
2. vocabulary -
3. expensive -
4. encyclopedia -
5. quiet -

OBJECTIVE: The student will demonstrate his ability to understand at least eight of ten English sentences taken from Lesson 33, by choosing from three illustrations the picture that best illustrates each sentence as it is read by the teacher only once.

RESOURCE: Dictionaries

Adult Basic Education Program
Los Angeles Unified School District

Lesson 33 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. Do your children have homework? (A)
2. My husband wants to buy a suit. (C)
3. My son wants to buy a car. (B)
4. What do you do to take care of a baby? (B)
5. Sometimes they read at home. (A)
6. What do you do to fill out an application? (C)
7. Do your children have a good teacher? (A)
8. My wife wants to buy a new dress. (A)
9. Sometimes they play at home. (B)
10. What do you do to make a phone call? (A)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 33 - STUDENT TEST

NAME________________________

DATE________________________

TEACHER'S NAME________________

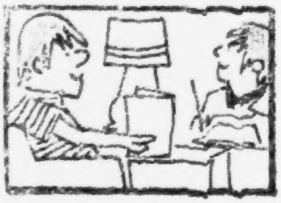
LEVEL____________

SCORE____________

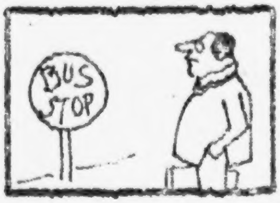
DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

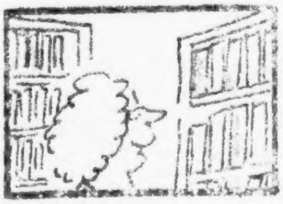
A



B

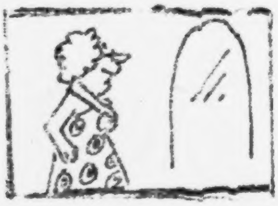


C

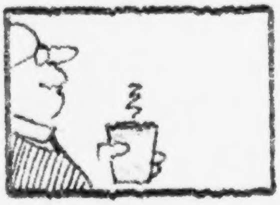


2.

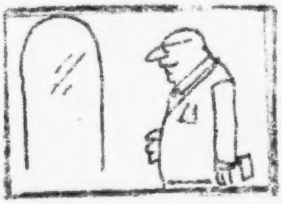
A



B

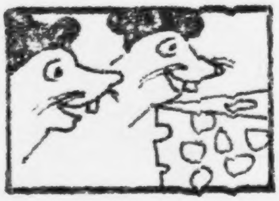


C



3.

A



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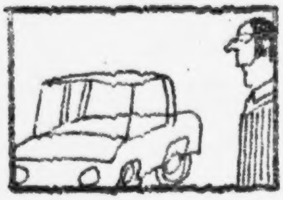
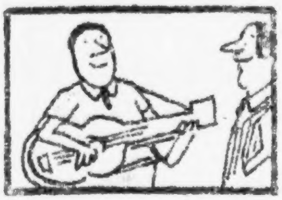
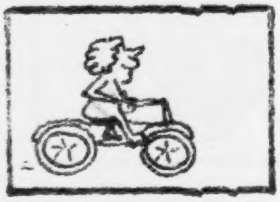


C



4.

A



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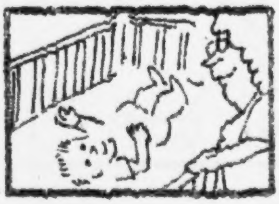

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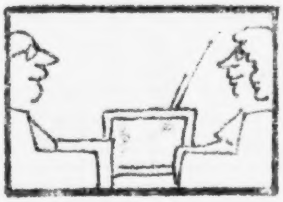
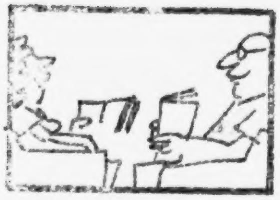


5.

A



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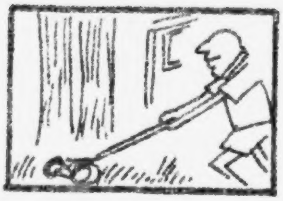

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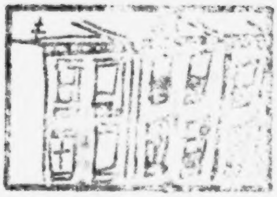
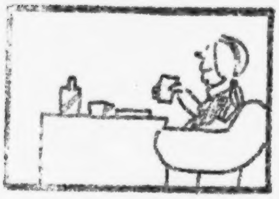


6.

A



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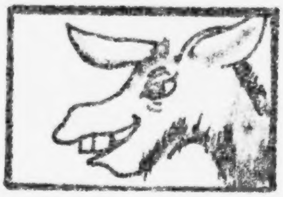

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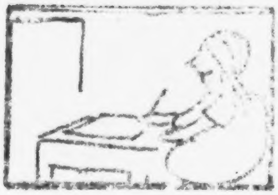
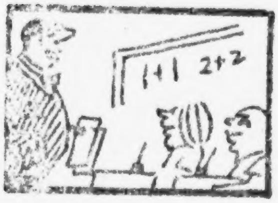


7.

A



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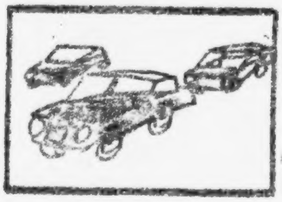

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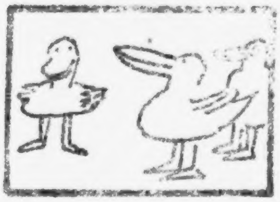
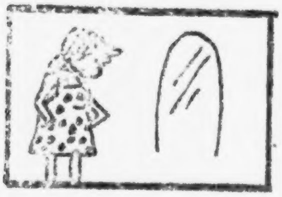


8.

A



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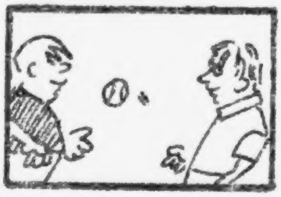

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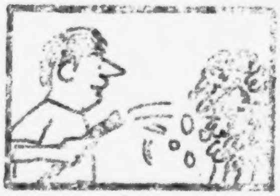
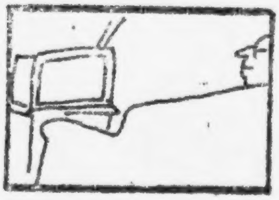


9.

A



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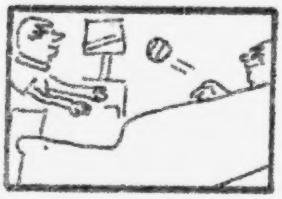

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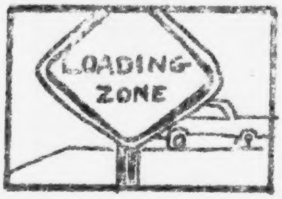
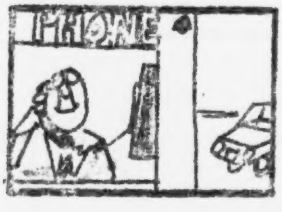

LOADING ZONE

10.

A



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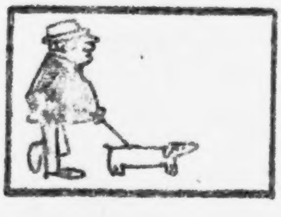

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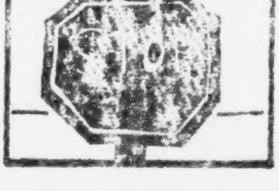


Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Family Recreation

Lesson 34

DIALOGUE

S-1 Where can we take our children that's not very expensive?

S-2 Beaches and museums are free.

S-1 We take them there sometimes.

S-2 How about Kennedy Park?

S-1 How do I get there?

S-2 Take Sunset Avenue west to Mission Street and make a right turn.

VOCABULARY

1. beaches - playas
2. admission - admisión
3. How about a...? - ¿Porque no un(a)...? (suggestion - sugerencia)
4. Chamber of Commerce - Cámara de Comercio
5. charge - cobrar

SUBSTITUTION

Where can we take our children that's not very expensive?
family
friends
relatives

How do I get there?
to the beach?
to the museum?
to the zoo?

Take Sunset Avenue west to Mission St.
the Harbor Freeway south to Alondra Pl.
Florence Blvd. east to Pacific Dr.
Marengo St. north to Highway 101.

Where do you want to go?

How about a park?
a movie?
a ball game?

READ

The Los Angeles area has many interesting places for the entire family. A visit to a park, museum, or art gallery can be fun for everyone. Admission is usually free. Newspapers and the Chamber of Commerce have information about these places.

RESPONSE DRILL

What are some interesting places for families to visit?

____.

Where can I get more information about these places?

____.

WRITE AND PRACTICE

Write the directions from your house to the school.

____

____.

OBJECTIVE: Eighty percent of the class will demonstrate an ability to use an acceptable American English intonation with at least five out of the seven sentences in the dialogue, as measured by the teacher's observation.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 34 - STUDENT TEST

TEACHER'S NAME__________________

DATE____________________________

LEVEL_____________

SCORE_____________%

DIRECTIONS: Use the Dialogue section of this lesson to test the students. Model each sentence and then listen carefully as the class repeats. Give an approximate percentage of the class who use an acceptable intonation.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

The Zoo

Lesson 55

DIALOGUE

S-1 I'd like to go to the zoo someday.

S-2 I would, too. Let's go soon.

S-1 O.K., maybe this weekend.

S-2 Weekend crowds are usually big. Weekdays are better.

VOCABULARY

1. zoo - zoológico
2. someday - algún día
3. son - pronto
4. weekend - fin de semana
5. weekdays - dias de la semana
6. crowd - multitud de gente
7. rather - preferiria

SUBSTITUTION

I'd like to go to the zoo.
San Diego.
Hawaii.
the Grand Canyon.
Acapulco.

Let's go soon.
tomorrow.
next week.
next weekend.
next month.
Thursday.
right now.
Sunday.

I wouldn't.
She
He
The teacher
We
They
My brother

I'd rather go to Mexico City.
___________.
___________.
___________.

READ

Zoos are popular with people of all ages. The Los Angeles Zoo in Griffith Park is only a few years old. A part of it is the children's zoo. At this zoo children can see common farm animals. The children think it's wonderful.

RESPONSE DRILL

Are Zoos only popular with children?

________________________________.

Where's the Los Angeles zoo?

________________________________.

What are the names of five animals you can see at a zoo?

__________ __________ __________ __________ __________

WRITE AND PRACTICE

Describe two animals that you can see at a zoo:

OBJECTIVE: The learner will demonstrate his ability to understand at least eight of ten English sentences taken from Lessons 34 and 35, by choosing from three illustrations the correct picture that illustrates each sentence as it is read by the teacher only once.

Adult Basic Education Program
Los Angeles Unified School District

Lesson 35 - STUDENT TEST
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. I'd like to go to the zoo. (A)
2. How do I get to the store? (A)
3. At this zoo children can see common farm animals. (B)
4. How do I get to a hospital? (C)
5. I'd like to go to the nurse's office. (A)
6. Zoos are popular with people of all ages. (D)
7. Where can we take our children for fun? (A)
8. I'd like to go downtown. (A)
9. Take Florence Avenue east to Pacific Blvd. (A)
10. I'd like to go to the park. (B)

Adult Basic Education Program
Los Angeles Unified School District

Lesson 35 - STUDENT TEST

NAME______________________________

DATE______________________________

TEACHER'S NAME______________________

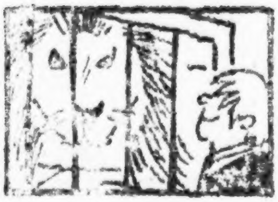
LEVEL______________

SCORE______________

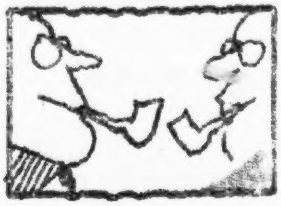
DIRECTIONS: The teacher will read a sentence only once for each number (1-10). Decide which picture best illustrates the sentence and circle the A, B, or C above the picture.

1.

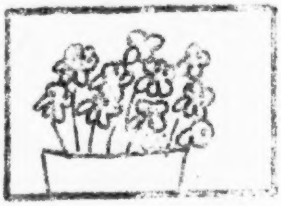
A



B

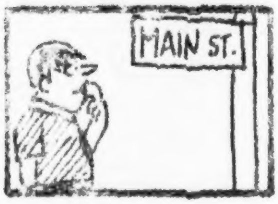


C



2.

A



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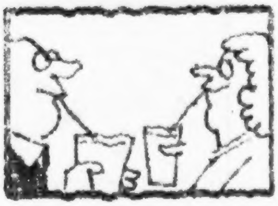
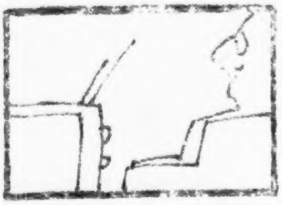
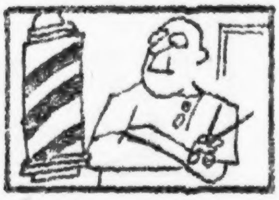


C



3.

A



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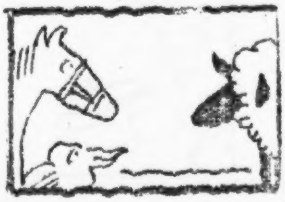

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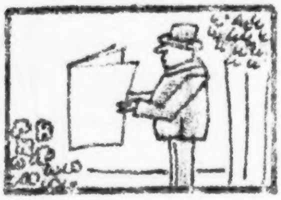
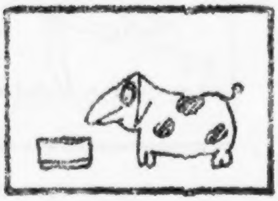


4.

A



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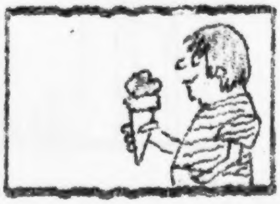

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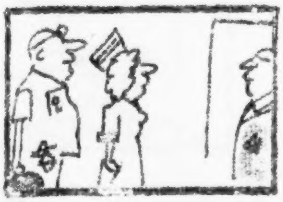
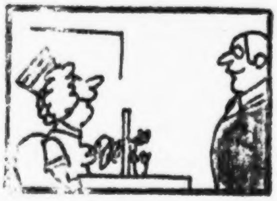


5.

A



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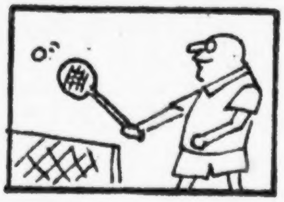

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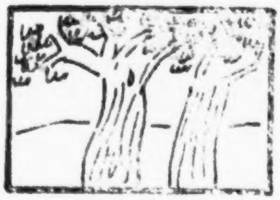
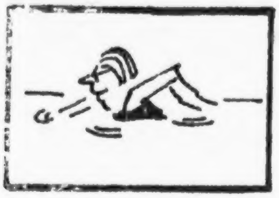


6.

A



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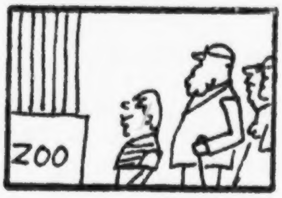

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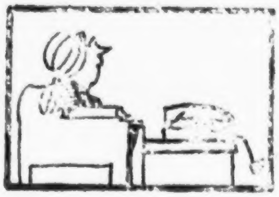
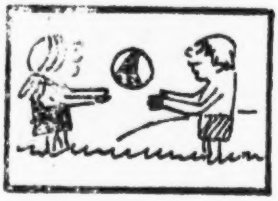
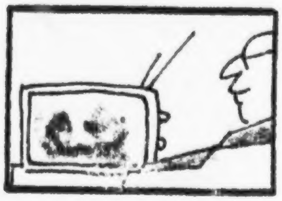


7.

A



B



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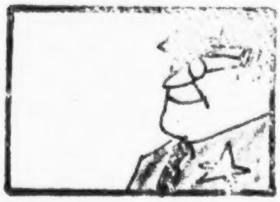
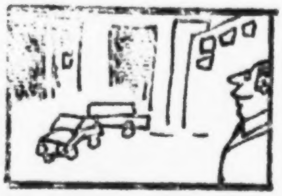


8.

A



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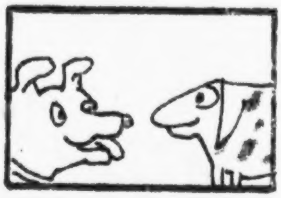
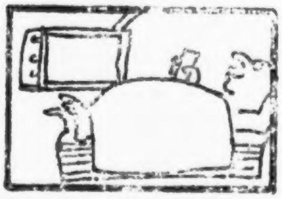
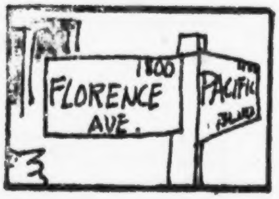


C

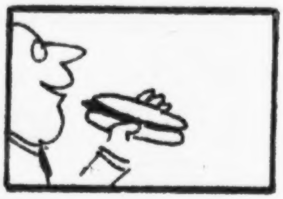


9.

A


1800
FLORENCE AVE.
PACIFIC

B



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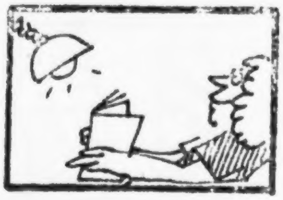
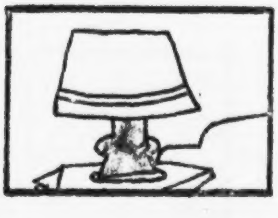
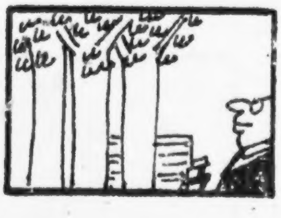


10.

A



B



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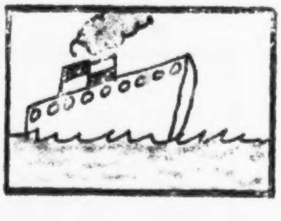

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

The Library

Lesson 36

DIALOGUE

S-1 Don't buy that book. Check it out of the library.

S-2 I don't know how.

S-1 All you need is a library card.

S-2 That's the problem. How do I get one?

S-1 Go to the library and fill out a form.

S-2 Then what?

S-1 They'll give you a card.

S-2 That's all?

S-1 That's all.

VOCABULARY

Idioms. Circle the correct definition:

1. take out - buy - learn - remove
2. fill out - write - mean - study
3. that's all - nothing more - something more - take care of

SUBSTITUTION

Don't buy that book.
- take
- look at
- read
- study
- keep

I don't know what it is.
- where
- when
- who

ORAL DRILL

Student	Teacher	Student
I quit work.	Then what?	I go home.
I go to the library.		I get a book.

ORAL DRILL (CONT'D)

Student	Teacher	Student
I study English	Then what?	I learn new words.
I go shopping.		I buy something.
I feel sick.		I call a doctor.
I learn the lesson.		I practice it.

I learn verbs.	Do I learn verbs?	How do I learn verbs?
I pay you.	Do I pay you?	How ?
He learns verbs.	Does ?	How ?
He pays you.	Does ?	How ?
He studies English.	Does ?	How ?

READ

Los Angeles has many neighborhood libraries. One is near your home. You can get almost any information there. Its staff will be happy to help you get any book you want. Libraries are usually open evenings.

RESPONSE DRILL

What's near your home?
A neighborhood library.

Who will help you at a library?

______________________________.

When are libraries open?

______________________________.

WRITE AND PRACTICE

1. Ask a question. Use: book, library, take out, you

   Did _____ _________ a ______ __________?

2. Answer the question. Use: yesterday, took it out, I

   Yes, ____ ___________ ___________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Outdoor Recreation

Lesson 37

DIALOGUE

S-1 Would you like to have a picnic?

S-2 That's a good idea. We can go to Griffith Park.

S-1 There's a nice place near Glendale called Descanso Gardens.

S-2 It's a nice place to visit but you can't picnic there.

S-1 How about Forest Lawn?

S-2 No, that's a cemetery.

S-1 Really? I thought it was a park.

VOCABULARY

Circle the word with the same definition:

1. cemetery - garden - graveyard - park - zoo
2. forest - menagerie partial - woods - business
3. lawn - form grass - class - lucky

SUBSTITUTION

Would you like to have a picnic?
pay me?
go to a park?
sit down?
study English?
help?
know her name?
go out?
buy a car?

There's a nice place in Los Angeles called Griffith Park.
the Valley Busch Gardens.
San Pedro Ports of Call.
Santa Monica Santa Monica Beach.
San Pedro Cabrillo Beach

ORAL DRILL

Make sentences from these parts:

Teacher	Student
It--big lunch--have	It's a big lunch to have.
It--hard word--say	It's a hard word to say.
It--good idea--help	
It--nice beach--see	
It--bad place--work	
It--hard lesson--study	

READ

There are many outdoor places for families to go in Los Angeles. Many parks and beaches have picnic tables and fireplaces. Perhaps the most beautiful outdoor areas are in the mountains around the city. Many families also like to go to San Pedro Harbor to see the ships.

RESPONSE DRILL

Where are the most beautiful outdoor areas?
In the mountains around the city.

Where do families go to see ships?

________________________________.

Where can we go for a picnic?

________________________________.

WRITE AND PRACTICE

1. Ask a question: Use: card, would, fill out

________ you ________ the ___________?

2. Answer the question. Use: now, will do

I ________ it ______.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Lunches

Lesson 38

DIALOGUE

S-1 Some children at our school get free lunches.

S-2 I didn't know lunches were free.

S-1 They aren't free for everybody.

S-2 Whose money pays for it?

S-1 Sometimes parent organizations and sometimes the federal government.

S-2 Children are lucky to have this free lunch program.

VOCABULARY

Circle the word with the same definition:

1. tax - - tariff - entrance - trade - transfer
2. federal - national - city - state - school
3. unusual - common - quit - true - rare

SUBSTITUTION

Whose money pays for it?
lunch is this?
name is this?
book is that?
pencils are these?
books are these?

I didn't know lunches were free.
books
pencils

Some children at our school get free lunches.
out early.
sick.
good marks.

They aren't free for everybody.
you.
Robert.
him.
her.

ORAL DRILL

Lesson 38

Teacher	Student
They went home.	I didn't know, they went home.
He was sick.	
He quit work.	
She wanted coffee.	
You needed help.	
She kept records.	
You did it.	

READ

School lunch isn't usually free. Someone has to pay for it. Parent clubs and government agencies sometimes buy lunches for children. The principal takes care of the details.

RESPONSE DRILL

Who can get free lunches at school?

______________________________.

Who pays for free lunches?

______________________________.

Is food for school lunch free?
No, it isn't. Someone has to pay for it.

WRITE AND PRACTICE

1. Ask a question. Use: school money, does, from

   Where ______ ______ come ______?

2. Answer the question. Use: taxes, city, comes, state

   It ______ from ______ and ______ taxes.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Cafeteria

Lesson 39

DIALOGUE

S-1 May I eat in the cafeteria tomorrow?

S-2 If you want to.

S-1 Everyday they have something different. I like variety.

S-2 So do I. I hope you get something besides sandwiches.

S-1 I will. Sandwiches are monotonous everyday.

VOCABULARY

Write S for same - O for opposite definition:

1. variety same ______

2. monotonous boring ______

3. less more ______

SUBSTITUTION

I hope you get something besides dessert.

buy
want
like

coffee.
ice cream.
pie.
candy.
cake.
tea.
bread.

I like chicken.
toast.
hamburger.
steak.
fish.
vegetables.
soup.
stew.
salad.
dessert.

I ate there yesterday.
at home
downtown
outside
in the kitchen

ORAL DRILL

Lesson 39

Teacher	Student
I can visit the school.	Can I visit the school?
You can see the record.	
He can transfer in June.	
They can do the work.	
She can sit down.	
I can take care of it.	
You can keep them.	
She can study at night.	
He can get more.	

READ

School menus are different everyday. Cafeterias have complete lunches of salad, a main dish and dessert. Food prices are usually low. School cafeterias by law cannot have profits.

RESPONSE DRILLS

What kinds of food do cafeterias have?

______________________________.

What kind of food do you like?

______________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: menu, variety, offers

   I like a ______ that _______ ________.

2. Make a sentence. Use: coffee, dessert, cake

   I'd like ______ for _______ and _______, please.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Sack Lunches · Lesson 40

DIALOGUE

S-1 What did you bring for lunch?

S-2 A couple of sandwiches, fruit and a doughnut.

S-1 What kind of sandwiches?

S-2 I have a cheese sandwich and a meat sandwich.

S-1 Do you like peanut butter sandwiches?

S-2 No, I prefer strawberry jam.

VOCABULARY

Circle the word with the same definition:

1. fresh - new - remaining - tedious - variety
2. cheap - expensive - inexpensive - monotonous - happy
3. couple - five - four - three - two

SUBSTITUTION

I don't have anymore peanut butter. I'm out of it.
milk
coffee
fruit
money
gas

ORAL DRILL

Teacher	Student
I'm glad. happy. sorry.	I'm glad she's here tonight.

READ

Many adults and children take their sack lunch. That means they take their lunch with them to work or school. Food in these lunches is usually cold and dry. But it's a cheap, fast way to eat lunch.

RESPONSE DRILL

What does it mean "to take a sack lunch"?

__________________________________.

What kind of food is in these lunches?

________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: bring, did, lunch

   What _______ you _______ for __________?

2. Answer the question. Use: milk, sandwich, have, cheese

   May I _______ a _______ ________ and _______, please?

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Kindergarten

Lesson 41

DIALOGUE

S-1 How old was Juanita when she began school?

S-2 She was five. We put her in kindergarten?
S-1 Did she like it?
S-2 Yes, she loved it very much.

S-1 My boy is only four years old.

S-2 Perhaps you can put him in pre-school.

VOCABULARY

Write S for same - O for opposite definition:

kid	child	________
ahead	back	________
put	take	________

SUBSTITUTION

Juanita is	5 years old.
Mario	6
Anna	7
Robert	10
Alicia	22
He	34

Juan and Maria are	16 years old.
My parents	15
Their cars	10
The houses	29

ORAL DRILL

Teacher	Student
Eat early.	I'd like to eat early.
See the ocean	We'd
Buy a new car.	
Get a job.	
Quit work.	
Get married.	
Go to school.	
Ask a question.	
Help John.	

READ

Kindergarten is not required for children, but parents like to have their children go. In kindergarten, children learn to work together. Most parents and teachers think kindergarten is a good experience.

RESPONSE DRILL

What do children learn in kindergarten?

__________________________________.

How old is Juanita?

__________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: your daughter, old

   How ______ is ______________________?

2. Answer the question. Use: years, old, ten

   She's ______ ______________________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Pre-School Lesson 42

DIALOGUE

S-1 Where can I enroll my boy in pre-school?

S-2 There's a Headstart program in the neighborhood.

S-1 What's Headstart?

S-2 It's a free pre-school program offered by a government agency.

S-1 Good. Maybe the elementary school can tell me where it's located.

VOCABULARY

1. headstart - couple - federal - advantage - private
2. pre-school - after school - before school - elementary school-high school
3. though - however - something - sometimes - ahead

SUBSTITUTION

Our four-year old began school.
five-year old
six-year old
seven-year old

He's in a Headstart class.
She's in kindergarten.
He's in first grade.
He's in second grade.

Does it cost much?
(DID) help (a lot)
pay
hurt
need
use

Does he have much?
(DID) have (a lot)
work
think
buy
pay
know
eat

ORAL DRILL

Teacher	Student
Is it good?	Yes it is. It's expensive though.
hot?	delicious
nice?	inexpensive
a good movie?	sad
a good book?	difficult

READ

The Headstart pre-school program is funded by the federal government and its services are free. The program is designed to help prepare pre-school children for regular school. The program is usually administered by an agency other than the school district.

RESPONSE DRILL

What is the Headstart program?

____________________________________.

Who offers the Headstart program?

____________________________________.

Who can tell you if there is a Headstart program near you?

____________________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: to, child, want, pre-school, go

I ________ my _______ to ____ ___ _________

2. Make a sentence. Use: experience, children, good, pre-school

_________ is a ______ _________ for ____________________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Emergency Phone Calls

Lesson 43

DIALOGUE

S-1 It's important to know how to make emergency calls.

S-2 You mean like the police and fire department?

S-1 Exactly. Just dial "operator" on the phone.

S-2 Then what?

S-1 When she answers, tell her what you want.

S-2 Will she get me an ambulance, too?

S-1 She sure will.

VOCABULARY

Circle the word with the same definition:

1. sure - though - glad - lawn - certainly
2. dial - disk - charge - kid - use
3. operator - teacher - adult - worker - nurse
4. emergency - crisis - expensive - partial - zoo

SUBSTITUTION

When she answers, tell her what you want.
calls where you went.
asks what you did.
who you saw.
why you left.
how you know.
what you want.
where they went.
who you spoke with.

Will she get me an ambulance, too?
you
him
us

ORAL DRILL

Lesson 43

It's important to know.
go.
learn.
begin.
think.

It's easy to know
hard
difficult
wonderful
nice
good

READ

The police, fire department and ambulance services have phone numbers. You should know these numbers because often in an emergency a phone book isn't available. For help dial "Operator" and tell her what you need. She'll get it for you.

RESPONSE DRILL

Which emergency phone numbers should you know?

____.

What's the fastest way to get emergency help?

____.

What information should you give the operator in an emergency call?

____.

WRITE AND PRACTICE

1. Make a sentence. Use: an, need, ambulance, I

Operator, ____ _____ ____ ________.

2. Make a sentence. Use: fire, to, report, I

Operator, ___want ___ ____ a ________!

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Legal Aid

Lesson 44

DIALOGUE

S-1 Our neighbor's boy is in trouble. His parents need a lawyer.

S-2 That's too bad. Legal help is usually expensive.

S-1 They're going to call the Legal Aid Society.

S-2 Is the service free?

S-1 Sometimes it is. Other times it isn't.

S-2 That's a good thing to know.

VOCABULARY

Circle the word with the same definition:

1. aid - help - principal - nurse - assistant
2. lawyer - degree - cheap - part - attorney
3. legal - emergency - ahead - couple - law

SUBSTITUTION

They're going to call the Legal Aid Society.
fire department.
police.
children.
ambulance.

That's a good thing to know.
see.
do.
ask.
buy.

Legal help is usually expensive.
never
always
sometimes
seldom
often

ORAL DRILL

Sometimes we can ......other times we can't.
Sometimes we will ..... other times we won't.
Sometimes he has .....other times he hasn't.
Sometimes she did ..... other times she didn't.
Sometimes they could ......other times they couldn't.

READ

Lawyers charge different prices for work in different areas of the law. It's important to get a lawyer in the right area of Law and at the right price. The Legal Aid Society helps people get the right lawyer.

RESPONSE DRILL

What does the Legal Aid Society do?

____________________________________.

Who else can you call when you need legal help?

____________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: you, legal, much, services, charge

How ____ do ______________ for your ________ _________?

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Utilities Lesson 45

DIALOGUE

S-1 I smell something in the kitchen.

S-2 That's gas. Is it coming from the stove?

S-1 I think it is. It may be coming from the outside.

S-2 I'm sure it's coming from the stove.

S-1 Have you called the gas company?

S-2 No. Do you think it's necessary?

S-1 Certainly. It's too dangerous to wait.

VOCABULARY

Circle the word with the same definition:

1. smell - odor - nose - trouble - perfume
2. necessary - select - free - choice - required
3. dangerous - perilous - lawful - slow - safe

SUBSTITUTION

It's too dangerous to wait.

dangerous	wait
far	walk
early	go
late	leave
hard	study
difficult	explain

I think it is.

hope
guess
know

I'm sure he's coming.

she's
Mario's
Carmen's
they're

Have you called the gas company?

electrician?
plumber?
phone company?

ORAL DRILL

Plumber: Hello, may I help you?
Student: Yes, I have a problem with my water heater?
toilet?
sink?
bathtub?

Electrician: Hello, may I help you?
Student: Yes, my lights won't work.
dryer
switches
dishwasher

Gas Company: Hello, may I help you?
Student: Yes, my stove is not working.
heater
furnace

READ

The gas company and the electric company send out service men to take care of problems people may have with stoves and heaters. It's a good idea to get this help. Gas and electricity can be dangerous.

RESPONSE DRILL

What do you do if you smell gas in your house?

______________________________________.

What are utilities?

_______________.

WRITE AND PRACTICE

1. Make this a question: Mario smells gas in the kitchen.

____?

2. Make this a statement: Do they have problems with their water heater?

____.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Court

Lesson 46

DIALOGUE

S-1 How's your neighbor's boy?

S-2 The one in trouble?

S-1 Yes, that one.

S-2 He has to go to court.

S-1 Has he gotten a lawyer?

S-2 When he gets to court, he's going to ask for a public defender.

S-1 I guess that's the best thing to do.

VOCABULARY

Circle the word that does not belong with the other words:

1. court - lawyer - defender - neighbor

2. trouble - problem - ask - worry

SUBSTITUTION

How's your neighbor's boy?
son?
girl?
daughter?

Is he in trouble?
in jail?
in school?

Is he at court?
at home?
at work?

Has he gotten a lawyer?
job?
public defender?
phone?

He has to go to court.
work.
church.
school.
home.

He has	to pay	his ticket.
She has		her fine.
They have		their bills.
We have		our taxes.

ORAL DRILL

Lesson 46

Teacher	Cue	Student
How's your daughter?	(in kindergarten)	The one in kindergarten?
uncle?	(in jail)	
son?	(at home)	
friend?	(at work)	
brother?	(in the army)	
teacher?	(in school)	
sister?	(in Mexico)	

READ

Persons in a court trial must have a lawyer. The person can have his own or the court will get one for him. The court lawyer is the public defender. He gets money from the court not from the person.

RESPONSE DRILL

What is the court's lawyer called?

________________________.

Who pays the public defender?

____________________.

Is it necessary to have a public defender?

____________________.

Why do people have to go to court?

____________________.

WRITE AND PRACTICE

1. Ask a question. Use: when, going to go, court

__________________________________.

2. Answer the question. Use: going to, next week

__________________________________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Employment Agency

Lesson 47

DIALOGUE

S-1 Would you help me? I/m trying to find a job.

S-2 What kind of job?

S-1 Anything, I've had experience doing many things.

S-2 You can try the State Department of Human Resources and Development.

S-1 I will. I'm going to look in the want ads, too.

VOCABULARY

Circle the word that does not belong with the other words:

1. Job - employment - work - lawyer
2. newspaper - want ads - neighbor - T.V. log
3. interview - trouble - application - boss

SUBSTITUTION

Would you help me?
sign this form?
like to wait?
like to sit down?
like to come back?

I'm trying to find a job.
to call my wife.
to get a transfer.
to help my boss.
to get some overtime.
to get a raise.

What kind of job?
sandwich?
experience?
agency?

ORAL DRILL

I'm trying to call __________.
__________.
__________.
__________.
__________.

I'm trying to find __________.
__________.
__________.
__________.
__________.

READ

The old name for the Department of Human Resources was the State Employment Agency. The work of the department is to get jobs for people. This is also the place to go for unemployment payments and information. Taxes pay for the service.

RESPONSE DRILL

What's the new name for the State Employment Agency?

______________________________________.

What does the department do?

______________________________________.

What other work does the department do?

______________________________________.

WRITE AND PRACTICE

1. Write a want ad for a clerk-typist.

   ______________________________.

2. Write a want ad for a service station man.

   ______________________________.

3. Class: Write a dialogue on a job interview and role play.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Credit Problems

Lesson 48

DIALOGUE

S-1 What's wrong? You look worried.

S-2 I am. It's my bills.

S-1 You have a job, don't you?

S-2 Sure, but I charged too many things. Now I can't pay.

S-1 Call Consumer Credit Counselors. They may help you and it's free.

S-2 What's the number.

S-1 You'll have to look in the telephone book.

VOCABULARY

Circle the word with the same definition:

1. credit - cheap - complete - study - charge
2. consumer - buyer - supply - resource - commercial
3. bill - legal - statement - disk - sure

SUBSTITUTION

You look worried.
tired.
happy.
sad.
nice.
beautiful.

You have a job, don't you?
The Diaz' home (they)
They family
We lawyer (we)
car
pen
book

He has a job, doesn't he?
She car (she)
Maria pen
Jose book
Tony home
Roberto family
Carolyn lawyer

It's free.
cheap.
inexpensive.
expensive.

I charged too many things.
suits.
dresses.
presents.
clothes.

ORAL DRILL

Lesson 48

Teacher	Cue	Student
He knows.	(May)	He may know.
He begins.		begin.
He quits.		quit.
He helps.		help.
He pays.		pay.
He works.		work.

Teacher	Cue	Student
You look worried.	(bills)	I am. It's my bills.
sick.	(stomach)	stomach.
tired.	(job)	job.
angry.	(son)	son.
unhappy.	(boss)	boss.

READ

It's easy to use credit. For thousands of people, credit is too easy to use. Consumer Credit Counselors isn't a loan company. It tries to help people take care of their bills. From Consumer Credit Counselors, people can learn how to buy and how not to buy.

RESPONSE DRILL

Is it easy to use credit?

____________________.

Why do we use credit cards?

______________________.

What does Consumer Credit Counselors do?

_________________________________.

WRITE AND PRACTICE

Write this statement in past and future (2 ways) time:

I charge my gas everyday.

(Past) 1.____________________________________.
(Future) 2.____________________________________.
(Future) 3.____________________________________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Immigration

Lesson 49

DIALOGUE

S-1 One of my best friends has a problem with Immigration.

S-2 Tell him about the Nationality Service Center and the International Institute.

S-1 What kind of help do they give?

S-2 They specialize in immigration counseling.

S-1 Do they charge very much?

S-2 No, their fees are very small and they offer many free services.

VOCABULARY

Write S for same - O for opposite definition:

1.	country	nation__________
2.	illegal	legal_____________
3.	institute	organization_______

SUBSTITUTION

Tell him about the Nationality Service Center.
her International Institute.
them English class.
me visa program.
us free service.

Will they report him to Immigration?
the principal?
the police?
Child Welfare and Attendance?
the Health Department?

They'll only tell him what to do.
what to say.
what to study.
what to fill out.
what to sign.

ORAL DRILL

One of my friends has a problem.
teachers
sisters
bosses
relatives

I have a problem with English.
reading.
school.
immigration.
spelling.

READ

The Nationality Service Center and the International Institute give advice to people about Immigration problems. These agencies know immigration regulations. They can tell people what they should do and shouldn't do to keep out of trouble with immigration.

RESPONSE DRILL

Which agencies have information about immigration regulations?

____.

What do these agencies tell people?

____.

WRITE AND PRACTICE

Change to negative statements:

1. Maria has a problem with immigration.

__________________________.

2. Juan and Henry have a problem with immigration.

__________________________________.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Immigration

Lesson 50

DIALOGUE

S-1 My cousin has a tourist visa and he wants to stay longer.

S-2 Immigration may give him an extension.

S-1 Doesn't he need a lawyer?

S-2 Of course not. Extensions are routine.

S-1 He's afraid to go there.

S-2 Nonsense. Immigration will help as long as everything is legal.

VOCABULARY

Write S for the same, or similar definition - O for the opposite:

1. extension	increase	________
2. routine	variety	________
3. nonsense	meaningless	______

SUBSTITUTION

He has a tourist visa and he wants to stay longer.
form / fill it out.
piece of paper / write a letter.

Doesn't he need a lawyer?	Of course not.
teacher?	Absolutely not.
counselor?	Maybe
	Perhaps

ORAL DRILL

My book's as big as yours.
Your book's as small as his.
His book's as old as hers.
Our book's as new as theirs.
Your book's as expensive as mine.
Their book's as cheap as ours.

READ

Lesson 50

The U. S. Immigration Service is a part of the Justice Department. Immigration doesn't make laws. It only tries to keep them. The people at Immigration will take care of a visa or passport problem. Lawyers, visa and passport services don't have any special influence.

RESPONSE DRILL

Does the Immigration Service make laws?

______________________________.

What does the Immigration Service do?

______________________________.

WRITE AND PRACTICE

1. Ask a question. Use: afraid, go, you, school

   Are ____ ______ to ____ to ______?

2. Answer the question. Use: as, understand, I'm, as, long

   No. ______ not afraid ___ _____ ___ I ________ the lesson.

Adult Basic Education Program
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Adult Education

Lesson 51

DIALOGUE

S-1 How did you like tonight's lesson?

S-2 The one we had yesterday was harder.

S-1 Speaking English is getting easier for me.

S-2 Me too. I'd like to study some other subjects.

S-1 You'll be able to study many other subjects at an adult school.

VOCABULARY

Write S for same - O for opposite definition:

1. anxious eager__________
2. harder easier_________
3. continue quit___________

SUBSTITUTION

How did you like tonight's lesson?
Robert's tie?
the teacher's shoes?
the school's program?

The one we had yesterday was harder.
easier.
better.
worse.
longer.
shorter.

The lesson last Thursday was the hardest.
easiest.
best.
worst.
longest.
shortest.

SUBSTITUTION

I'm anxious to continue.
to try.
to begin.
to quit.

ORAL DRILL

I like going to school.
She ____ church.
He ____ work.
They ____ school.

I like reading my lessons.
She ____ ____
He ____ ____
They ____ ____
We ____ ____

READ

Los Angeles has more than thirty adult schools. Over a thousand different subjects are available and over two hundred thousand people go each year. Adults can get eighth grade and high school diplomas from adult schools.

RESPONSE DRILL

How many adult schools does Los Angeles have?

____________________.

What subjects are offered at your closest adult school?

____________________.

WRITE AND PRACTICE

Use the following words in sentences:

1. like, my

   ______________________________.

2. likes, his

   ______________________________.

3. likes, her

   ______________________________.

4. like, their

   ______________________________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

College

Lesson 52

DIALOGUE

S-1 Have you seen my dictionary?

S-2 No, I haven't. What do you want to look up?

S-1 Major. Martha said her son has a major.

S-2 Her son's in college, isn't he?

S-1 What does that have to do with it?

S-2 In college, the main course of study is a major.

VOCABULARY"

Write S for same - O for opposite definition:

1. main secondary __________
2. course subject __________
3. dictionary encyclopedia _______

SUBSTITUTION

Have you seen my dictionary? No, I haven't.
glasses?
pen?
billfold?
purse?
keys?

What does that have to do with it?
he
she
Robert
Grace
this

What do you want to look up?
study?
charge?
use?

Martha said her son has a major.
problem.
hard subject.
good teacher.
minor.

ORAL DRILL

Her son's in college, isn't he?			I haven't seen it.
daughter's		she?	read
brother's	high school	he?	found
sister's	business school	she?	heard

READ

In college, a student takes subjects in one important area of learning. This is the student's "major". Another area not as important is his minor. Your teacher had a major.

RESPONSE DRILL

What's a major in college?

______________________________.

What do you call the second area of learning in college?

______________________________.

What was your teacher's major?

______________________________.

Should everyone go to college?

______________________________.

WRITE AND PRACTICE

1. Ask a question. Use: where, dictionary

   ____.

2. Use: what, major

   ____.

3. Make a sentence. Use: major, college, math

   ____.

4. Use: minor, college, science

   ____.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Food Ads

Lesson 53

DIALOGUE

S-1 Where's today's paper? I want the food ads.

S-2 There it is. It must be time to go shopping.

S-1 It is. I hope they have some good specials.

S-2 Are things in the ad really cheaper?

S-1 Sure. And I get specials at several stores.

S-2 Fine. But please don't ask me to go with you.

VOCABULARY

Circle the word with the same definition:

1. ad - letter - notice - tax - put
2. really - secondary - mainly - illegal - truly
3. several couple - many - one - anxious

SUBSTITUTION

Where's today's paper.
Robert's
yesterday's
Lupe's
last week's
Sunday's

Are things in the ad really cheaper?
in the paper
on special
on sale

Are things in the ad really cheaper?
better?
less?
more?
nicer?

I hope they have some good specials.
vegetables.
fruit.
meat.
produce.

ORAL DRILL

1. cheap - cheaper - the cheapest
2. good - better - the best
3. expensive - more expensive - the most expensive
4. expensive - less expensive - the least expensive

1. The ground round is cheap.
   The ground chuck is cheaper.
   The ground beef is the cheapest.

2. The ground beef is good.
   The ground chuck is better.
   The ground round is the best.

3. The roast is expensive.
   The chops are more expensive.
   The steak is the most expensive.

4. The steak is expensive.
   The chops are less expensive.
   The roast is the least expensive.

READ

Supermarkets regularly put certain food on sale. These are specials. Specials are good for a week or a weekend. Often two stores will have the same thing as a special. A smart shopper uses the newspaper to learn where the best specials are.

RESPONSE DRILL

What are "specials"?

______________________________.

How do shoppers learn about specials?

______________________________.

WRITE AND PRACTICE

Oranges 18¢ lb. - Apples 10¢ lb. - Plumbs 14¢ lb.

Write a sentence with cheap, cheaper, cheapest

1. ____.

2. ____.

3. ____.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Signing Contracts

Lesson 54

DIALOGUE

S-1 A man was here today. He wanted to sell us a vacuum cleaner.

S-2 Last week somebody was selling encyclopedias.

S-1 You're right, and the week before it was magazines.

S-2 I hope you didn't sign anything.

S-1 No, I didn't. I like to wait and think before signing contracts.

S-1 That's a good idea. Signing a contract makes it legal.

VOCABULARY

Write S for same - O for opposite definition:

1. sell	buy ____________
2. contract	agreement ______
3. right	correct ________

SUBSTITUTION

Last week somebody was selling encyclopedias.
magazines.
flowers.
pictures.
candy.
vacuum cleaners.

I hope you didn't sign anything.

he	buy
she	take
they	fix

ORAL DRILL

Change to affirmative:

I hope you didn't sign anything.	I hope you signed something.
I hope you didn't buy anything.	

ORAL DRILL (CONT'D)

You didn't want anything.
He didn't do anything.
She didn't get anything.
They didn't eat anything.
He didn't know anything.

READ

Many things and services sold directly to the home are inferior and cost too much. It's a good idea not to buy anything or sign anything immediately. Think about it for several days and ask your friends. A bad contract is legal and can be expensive.

RESPONSE DRILL

What kind of things are sold directly to you at home?

____.

Why is it important to think carefully before signing a contract?

____.

WRITE AND PRACTICE

1. Ask a question. Use: contract, this, sign, you

Will ______ please _______ ________ ________?

2. Answer the question. Use: I'd, signing, think, wait, to

No, ______ like _____ _______ and ______ before _______.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Community Meetings

Lesson 55

DIALOGUE

S-1 Let's go to the meeting tonight.

S-2 What's the meeting about?

S-1 We want to discuss some neighborhood problems.

S-2 I don't think I can go.

S-1 Why not? The meeting's just around the corner.

S-2 O.K. We'll go together.

VOCABULARY

Write S for same - O for opposite definition:

1. meeting gathering ________
2. discuss debate ________
3. around straight ________
4. long short ________

SUBSTITUTION

Let's go to the meeting.
movie.
museum.
park.
beach.
party.

I	don't think	I	can	go.
We		he	should	
They			will	

ORAL DRILL

Example: The meeting's just around the corner.

Teacher	Student
It's next to my house + just	It's just next to my house.
He's over there + just	He's just over there.
It's down the street + just	
They're across the room + just	
It's above my head + just	
They're under my chair + just	

ORAL DRILL (CONT'D)

It's by New York + just
He lives below 7th Street + just
She works beyond 10th Ave. + just

READ

Group meetings are very popular in the United States. Groups of people can make changes that an individual can't. Many people go to meetings in their own neighborhood.

RESPONSE DRILL

Why are community meetings important?

________________________________.

Where are meetings held in your neighborhood?

________________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: problems, need, neighborhood, discuss

   We ______ to ______ ________ _________.

2. Make a sentence. Use: corner, around, just

   It's _____ ______ the ________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Years In School

Lesson 56

DIALOGUE

S-1 How long does it take a child to finish school?

S-2 Twelve years. That's without college.

S-1 Does elementary school always last six years?

S-2 In Los Angeles it does. Other cities may be different.

S-1 Where do children go the second six years?

S-2 They are divided --- three years in junior high and three in senior high.

VOCABULARY

Circle the word with the same definition:

1. finish - begin - start - end - discuss
2. without - have - know - minus - learn
3. divide - add - increase - separate - charge

SUBSTITUTION

How long does it take a child to finish school?
you to fix your car?
him to eat his dinner?
her to explain the lesson?
you to fill out a form?
her to sign a contract?

Other cities may be different.
schools
neighborhoods
states
countries

A day	always lasts	twenty-four hours.
year		twelve months.
minute		sixty seconds.
an hour		sixty minutes.

ORAL DRILL

Example: The second six years must be high school.

Repeat:
the second three
the first ten
the fifth one
the third five
the fourth two
the twentieth seven
the sixth six
the seventh seven
the eighth eight

READ

Children in the United States need twelve years to finish school. School systems divide the twelve years differently. Los Angeles divides them six, three, three. Some other school systems have two parts; elementary for eight years and high school for four years.

RESPONSE DRILL

How long do children usually attend school in the United States?

____.

How does Los Angeles divide the twelve school years?

____.

WRITE AND PRACTICE

Make a sentence. Use: months, year, twelve, lasts

A _____ always _______ _________ _________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Boards

Lesson 57

DIALOGUE

S-1 It's time to elect school board members.

S-2 What's a school board and what does it do?

S-1 It's made up of local citizens elected to run our public schools.

S-2 Who elects them?

S-1 They're elected by the citizens of our city.

VOCABULARY

Circle the word with the same definition:

1. elect - guess - repair - vote - divide
2. board - single - group - really - main
3. run - manage - discuss - report - try

SUBSTITUTION

It's time to elect a new school board.
governor.
president.
congressman.
senator.

They run the schools.
city.
company.
government.

ORAL DRILL

Example: What's a school board and what does it do?

Teacher	Student
a board member	What's a coach and what does he do?
a governor	
a congressman	
a principal	
a vice-principal	
a counselor	

READ

Voters elect local people to be responsible for public schools in an area. We call these people the Board of Education. Principals and teachers work for the Board of Education.

RESPONSE DRILL

How do people get on the Board of Education?

______________________________________.

Who do teachers work for?

______________________________________.

WRITE AND PRACTICE

1. Ask a question. Use: public, our, runs, schools

Who _____ _____ _____ _____?

2. Answer the question. Use: schools, school, responsible, public, board

The _____ _____ is _____ for our _____ _____.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

City Government

Lesson 58

DIALOGUE

S-1 Who manages the city of Los Angeles.

S-2 We have a mayor and a city council.

S-1 Are all city governments the same?

S-2 No. Other cities have different types.

S-1 How are they different?

S-2 Some cities have city managers instead of mayors.

VOCABULARY

Circle the word with the same definition:

1. mayor - teacher - official - nurse - coach
2. council - club - office - body - contract
3. type - same - council - kind - manager

SUBSTITUTION

Are all city governments the same?
state
county
federal

Other cities have different types.
use
try
like
want

I'd like to be mayor.
governor.
president.
city manager.
vice-president.

Some cities have mayors.
countries presidents.
states governors.
counties supervisors.
cities city managers.

ORAL DRILL

Teacher	Student
go downtown	I'd like to go downtown.
eat lunch	I'd like to eat lunch.
call the police	

ORAL DRILL (CONT'D)

be a teacher
be a nurse
fix the stove
answer his letter

READ

The title of mayor in American cities is very old. A person can be a mayor without any special training. Some cities use "city managers" in place of mayors. City managers are professionally trained for their work. They are appointed to their job by the city council.

RESPONSE DRILL

How are city managers different from mayors?

______________________________________.

Do people elect city managers or mayors?

__________________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: mayor, government, run, city council

A city ______ is usually ______ by a _______ and a ______________.

2. Ask a question. Use: downtown, go, lunch, like, eat

I'd ______ to _____ _____ to _______ ________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Taxes

Lesson 59

DIALOGUE

S-1 This envelope came in the mail for you.

S-2 It looks like my property tax bill.

S-1 Yes. It's that time again.

S-2 What are property taxes used for?

S-1 Most of the money goes to operate schools, cities and counties.

S-2 Taxes are necessary but I don't like paying them.

VOCABULARY

Circle the word with the same definition:

1. most - some - all - none - maximum
2. look like - resemble - different - ad - aide
3. go for - charge - pay for - fill out - put up

SUBSTITUTION

It looks like your property tax bill.
income tax refund.
social security check.

He looks like your brother.
your father.
your cousin.
your uncle.

What are property taxes used for?
state taxes
sales taxes
federal taxes

Most of the money goes for schools.
my money — food.
his money — rent.
her money — clothes.
your money — gasoline.

My taxes pay for schools.
________.
________.
________.
________.

ORAL DRILL

Example: It looks like your property tax bill.

Teacher	Student
He/his brother	He looks like his brother.
she/movie star	
it/my car	
I/my parents	
Tom/his father	
Mary/her aunt	

READ

Everyone pays taxes. The sales tax, gasoline tax and federal and state income taxes are common. Owners of real estate pay one more—property tax. Property taxes pay nearly all the costs of public schools. Some money for schools come from the state government. The federal government pays very little to schools.

RESPONSE DRILL

What kinds of taxes does everybody pay?

__________________________________.

What kind of tax do property owners pay?

__________________________________.

Which taxes pay for public school costs?

__________________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: property, pay, owners, taxes

Property ________ must _______ _________ _________.

2. Make a sentence. Use: don't, them, necessary, paying, like

Taxes are _________ but I ______ _____ ________ _______.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Injuries

Lesson 60

DIALOGUE

S-1 Yesterday Johnny hurt himself at school.

S-2 Really? What happened to him?

S-1 He broke his ankle.

S-2 How did it happen?

S-1 He tripped over a bench and fell.

S-2 I hope he gets better fast.

VOCABULARY

Circle the word with the same definition.

1. hurt - look - discuss - injure - charge
2. break - fracture - straight - board - manage
3. happen - come - occur - better - hurt

SUBSTITUTION

Johnny	hurt	himself	yesterday.
Alice		herself	
He		himself	
She		herself	
You		yourself	
They		themselves	
We		ourselves	

He	broke	his	ankle.
	sprained		wrist
	twisted		neck.
	cut		hand.
	hurt		leg.

He	tripped	over	a bench.
	fell		chair.
			stair.
			board.
			curb.

ORAL DRILL

Teacher	Student
He tripped over a bench.	When I saw him, he was tripping over a bench.

ORAL DRILL (CONT'D)

He tripped over a chair.	When I saw him, he was tripping over a chair.
She tripped over a curb.	
You tripped over a board.	

READ

Schools will pay for injuries to children when the school is responsible. A description in writing of the injury, the time and the place is necessary. Give the description to the principal and he will take care of the details.

RESPONSE DRILL

When will schools pay for injuries to children?

______________________________.

How should parents report a child's injury?

___________________________.

Who gets the report?

____________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: hurt, fell, himself

Johnny _____ and _______ _________.

2. Make a sentence. Use: is, injuries, important, report

It _____ _______ to _______ school _________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Summer School

Lesson 61

DIALOGUE

S-1 I'm sending my kids to summer school.

S-2 Why? Are they having trouble with their studies?

S-1 No. They want to go because they'll get extra learning activities.

S-2 That's a good idea.

S-1 I agree. They'll also have lots of fun.

VOCABULARY

Write S for same - O for opposite definition:

1. bored	monotonous ________
2. go	come ________________
3. send	receive ___________
4. stay	leave _____________

SUBSTITUTION

I'm sending my kids to school.
a movie.
a park.
the beach.
the mountains.

If they stay home, they'll get bored.

come here	tired.
leave school	home early.
eat that	sick.
fall down	hurt.

If they study, they'll learn.

finish	leave.
know	tell.
have money	pay.
need it	buy it.

Do they have to come early?
leave early?
stay late?
leave late?

ORAL DRILL

Change from negative to affirmative:

Teacher: If I don't have a book, I won't read.
Student: If I have a book, I'll read.

Teacher: If I don't have money, I won't pay the bill.
Student: ____.

Teacher: If he doesn't have time, he won't attend class.
Student: ____.

Teacher: If she doesn't know my number, she won't call.
Student: ____.

Teacher: If he's not a good teacher, we won't learn a lot.
Student: ____.

Teacher: If she's not hungry, she won't eat.
Student: ______________________________.

Teacher: If it's not my bus, I won't get on.
Student: ______________________________.

READ

Summer school and summer playground activities get more popular each year. Attendance is voluntary. Children like the opportunity to learn and play. It gives them a safe place to make good use of their time.

RESPONSE DRILL

What activities are available to children in the summer?

____.

Is summer school attendance voluntary?

______________________________.

What do children get from summer school?

______________________________.

WRITE AND PRACTICE

1. Make a sentence. Use: school, sending, summer, kids

I'm ________ my ________ to ______ __________.

2. Make a sentence. Use: will, you, learn, study

If _____ ________, you _______ __________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Riding A Bus

Lesson 62

DIALOGUE

S-1 How much does it cost to ride a city bus?

S-2 It depends on where you are going; the bus driver can tell you.

S-1 Is it true that I must pay with exact change?

S-2 Yes, or you can use tokens or special passes.

S-1 Where can I buy these passes?

S-2 You can buy them at the bus company and at some banks and drugstores.

VOCABULARY

Circle the word with the same definition:

1. tokens - bill - chip - fracture - ad
2. pass - bored - compensate - ticket - stay
3. under - less - more - same - different
4. change - tokens - bills - passes - coins

SUBSTITUTION

I didn't have change and I didn't have tokens either.

coffee	milk
time	money
paper	a pencil
tokens	a pass

I can buy them at the bank.

You	drugstore.
He	post office.
She	market.
They	school.

ORAL DRILL

Example: I didn't have change and I didn't have tokens either.

ORAL DRILL (CONT'D)

Practice: - in past tense

Teacher	Student
He/like/teacher/nurse	He didn't like the teacher and he didn't like the nurse either.
He/look/book/magazine	
They/elect/mayor/governor	
She/finish/lunch/dinner	
I/discuss/history/dinner	
You/know/this word/that word	
We/learn/English/Spanish	
I/want/coffee/tea	

Notice: For things you can count use "many". For things you can't count use "much".

Practice:

Teacher	Student
coffee	much coffee
teachers	many teachers
men	many men
dreams	
bills	
mayors	
property	
members	
nonsense	
experience	

READ

The Los Angeles bus company only takes tokens, passes or exact change. People can buy tokens and passes from the bus company, or at some drug stores and banks. Bus drivers don't have money to make change.

RESPONSE DRILL

How can people pay for bus rides?

______________________.

Where can people buy tokens or passes?

______________________.

WRITE AND PRACTICE

1. Ask a question. Use: passes, buy, tokens, can, passes
   Where _____ I _____ _____ _____ or _____?
2. Ask a question. Use: downtown, you, bus, tell, take, will
   Can _____ _____ me which _____ _____ _____ me _____?

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Interest On Bills

Lesson 63

DIALOGUE

S-1 Look at this. I was charged $55.65, but the bill reads $56.32.

S-2 The difference sounds like a service charge.

S-1 Oh well. Sixty-seven cents isn't much.

S-2 Isn't it? Wait a minute.

S-1 What did you do?

S-2 I figured out the rate. It comes to 12% a year.

VOCABULARY

Write S for the same or similar definition - O for the opposite:

1. sounds like is not___________
2. figure out calculate_________
3. charge cost_____________

SUBSTITUTION

The difference sounds like a service charge.
property good buy.
interest lot of money.

I figured out the rate. It comes to 12% a year.
tax. 21%
problem. 11%
interest. 33%

ORAL DRILL

I guess the tax is a good thing.
I guess the difference is a service charge.
I guess the property is a good buy.
I guess the interest is a lot of money.

The tax sounds like a good thing.
The difference sounds like a good thing.
The property sounds like a good buy.
The interest sounds like a lot of money.

READ

Lesson 63

Interest rates, especially on charge accounts, are often unusually high. Revolving accounts have a rate of approximately 18 percent. It's common for department stores to make more profit from charge accounts than from the merchandise they sell.

RESPONSE DRILL

What's the interest rate on revolving charge accounts?

____.

Why are charge accounts so profitable to department stores?

____.

WRITE AND PRACTICE

Write two sentences that indicate a similar thought. Use "I guess" and "sounds like".

1. I guess ________________________________.
2. ____________________ sounds like ____________________.

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Citizenship

Lesson 64

DIALOGUE

S-1 How long does it take to become a citizen?

S-2 After five years, you can apply to become a citizen.

S-1 And then what?

S-2 After applying, it still takes over a year.

S-1 I've heard about a test.

S-2 That's part of the process.

S-1 I'd be afraid to take it.

S-1 You can study for it first.

VOCABULARY

Circle the word with the same or similar definition:

1. process - partiality - likeness - sleep - procedure
2. test - elect - examination - convenience - rate
3. over - under - less - same - more

SUBSTITUTION

How long does it take to become a citizen?
to learn English?
to figure out your tax?

After five years, you can apply.
two months call me.
twenty minutes leave the room.

After applying, it still takes over a year.
sending the letter a week.
dialing the number a minute.

I'd be afraid to take it.
happy the test.
glad the examination.

ORAL DRILL

Lesson 64

Teacher	(Cue)	Student
		(I would)
I won't do it.	(afraid)	I'd be afraid to take it.
I don't know him.	(happy)	
It isn't difficult to learn.	(easy)	It would be easy to learn.
It isn't bad to have money.	(good)	
It isn't easy to find.	(hard)	
It isn't hard to speak.	(easy)	

READ

The time needed to become a citizen is not the same for everyone. Usually to become a citizen takes from three to five years. Under certain conditions, the time is shorter. The Immigration Service is a good place to get citizenship information.

RESPONSE DRILL

How long does it take to become a citizen?

______________________________________.

Give two reasons why a person applies for citizenship.

____.

____.

WRITE AND PRACTICE

1. Ask a question. Use: citizenship, information, I

   Where can _____ get __________ ______________?

2. Answer the question. Use: get, good, Immigration Service, place

   The __________ ____________ is a ________ ___________ to

   __________ citizenship information.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Bus Zones

Lesson 65

DIALOGUE

S-1 Please explain bus zones to me.

S-2 Think of a map of Los Angeles.

S-1 O. K.

S-2 Imagine there's a big circle around the center.

S-1 All right. I've got it.

S-2 Now imagine larger circles around the central zone.

VOCABULARY

Circle the word with the same definition:

1. imagine - like - suppose - learn - study
2. center - middle - end - over - under
3. zone - make - send - hurt - area
4. extra - bottom - several - additional - interest
5. through - penetrate - begin - first - straight

SUBSTITUTION

Please explain bus zones to me.
time zones
zip codes

Think of a map of Los Angeles.
picture the school.
member the class.

You pay extra to ride through each zone.
to go

ORAL DRILL

Lesson 65

Teacher	Student
explain/bus zones/me	Please explain bus zones to me.
explain/this word/him	
explain/lesson/them	
explain/bus passes/us	
explain/report cards/parents	
tell/me/bus zones	Please tell me about bus zones.
tell/children/attendance	
tell/me/your dream	
tell/teacher/his car	
tell/nurse/your child	
tell/gas company/your stove	

READ

A long bus ride costs more than a short one. When cities were small, one fare paid for all bus rides. When cities got bigger, bus rides became longer, and larger fares became necessary. The bus company figures out the cost of long rides by using zones.

RESPONSE DRILL

When did one fare pay for all bus rides?

________________________________.

When were larger fares necessary?

________________________________.

Why does the bus company use zones?

________________________________.

WRITE AND PRACTICE

Write two sentences, using the Oral Drill section to see how they are to be written.

1. explain/bus passes/us

________________________________.

2. tell/him/tokens

________________________________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Looking For A Job

Lesson 66

DIALOGUE

S-1 Are you still looking for a job?

S-2 Yes, but the Department of Human Resources Development didn't have anything.

S-1 Why don't you go to a commercial agency?

S-2 I don't want to pay a fee.

S-1 Then you can go to some business places to look.

VOCABULARY

Write S for the same or similar definition - O for the opposite:

1. anything nothing __________
2. fee charge __________
3. job work __________

SUBSTITUTION

Are you still looking for a job?
Is he waiting for a call?
Are they __________________?
Is she __________________?

I don't want to pay a fee.
write a letter.
take a bus.

ORAL DRILL

You don't go to a commercial agency. What's the reason?
Why don't you go to a commercial agency?

She leaves early. What's the reason?
Why does she leave early?

You don't answer. What's the reason?
Why don't you answer.

She isn't here. What's the reason?
________________________________.

I smell gas. What's the reason?

____________________________.

You look happy. What's the reason?

______________________________.

He figures out his tax. What's the reason?

______________________________________.

You don't send the letter. What's the reason?

____.

Gloria isn't married. What's the reason?

_____________________________________.

Robert isn't a teacher. What's the reason?

______________________________________.

READ

There are three places to look for jobs: the Department of Human Resources, commercial employment agencies, and the personnel departments of businesses. Commercial agencies have jobs available and charge a price for their service. Usually it's a part of the first month's pay.

RESPONSE DRILL

Where can you go to look for jobs?

____________________________.

____________________________.

____________________________.

Where is the nearest office of the Department of Human Resources Development?

____________________________.

WRITE AND PRACTICE

Write the address of the nearest office of the Department of Human Resources Development.

1. ____

____

Write the name and address of a business place and where you can look for work.

1. ____
2. ____

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Buying Insurance

Lesson 67

DIALOGUE

S-1 Do you have life insurance?

S-2 A little. I can't afford much.

S-1 Life insurance is expensive, but auto insurance is even more expensive.

S-2 I have both collision and liability.

S-1 Isn't that expensive?

S-2 No, not when you consider the protection it gives me and my family.

VOCABULARY

Circle the word with the same or similar definition:

1. afford - center - flee - give - take
2. both - one - two - three - four
3. collision - zone - hurt - penetrate - crash
4. liability - agreement - responsibility - compensate - straight
5. worth - value - service - calculate - explain

SUBSTITUTION

Do you have life insurance?
they auto
we hospitalization

A little.
Not much.
Not very much.
Not a lot

I can't afford much.
give
buy

I have both collision and liability insurance.
life and hospitalization
auto and life

ORAL DRILL

Life insurance/auto insurance/expensive

Life insurance is expensive, but auto insurance is even more expensive.

Maria/Alicia/beautiful
Maria is beautiful, but Alicia is even more beautiful.

Roberto/Tomas/intelligent

______________________________.

New York/Los Angeles/interesting

______________________________.

English/Japanese/difficult

______________________________.

READ

Buying the many kinds of insurance available can be confusing. No single company is best for all kinds of insurance. Independent insurance agents sell policies from many different companies. The customer can buy the best from each company.

RESPONSE DRILL

What kinds of insurance are available?

__________________________.

Which company is best for all insurance?

__________________________.

WRITE AND PRACTICE

Write three sentences using "even more....". See the Oral Drill for examples.

1. Roberto/Tomas/intelligent

______________________________.

2. New York/Los Angeles/interesting

______________________________.

3. English/Japanese/difficult

______________________________.

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Hospitalization Insurance

Lesson 68

DIALOGUE

S-1 U. S. hospitals are good, but they're very expensive.

S-2 That's why many people have hospitalization policies.

S-1 I understand hospitalization is a kind of insurance.

S-2 It is. The better policies cost more.

S-1 The company gives my brother a policy.

S-2 A lot of companies and unions have hospitalization as a benefit.

VOCABULARY

Write S for the same or similar definition - O for opposite:

1. policy plan ____________
2. benefit bad ____________
3. a lot of few ____________

SUBSTITUTION

That's why many people have hospitalization policies.
insurance policies.
auto insurance.
life insurance.
medical insurance.

The company gives my brother a policy.
union father
business cousin

A lot of companies have hospitalization as a benefit.
Many businesses
Many unions

Hospitalization is a kind of insurance policy.
Auto liability
Auto collision

ORAL DRILL

Teacher	(Cue)	Student
Policies cost money.	(better)	Better policies cost more.
Cars use gasoline.	(bigger)	
Girls spend money.	(older)	
Dinners cost $2.50.	(other)	
This books is $3.50.	(that)	
These oranges are 29¢ a pound.	(those)	
Children eat food.	(older)	

READ

The cost of hospital care is high. Sometimes it is one hundred dollars a day. Few people can pay hospital bills from money they have. They buy hospitalization insurance or get insurance through their unions or places of work. Insurance is available to groups and isn't too expensive.

RESPONSE DRILL

How high is the cost of hospital care?

______________________________.

How do many people pay hospital bills?

______________________________.

Where can you get hospitalization insurance?

___________________________________.

WRITE AND PRACTICE

1. Write a sentence. Use: high, of, care

The cost _____ hospital ______ is ________.

2. Write a sentence. Use: hospitalization, buy, insurance

They ______ ______________ ______________.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Change Of Address

Lesson 69

DIALOGUE

S-1 We're going to move.

S-2 Remember to notify everybody.

S-1 Who ought to know?

S-2 The post office and the gas, electric, and phone companies.

S-1 The new address goes on the driver's license, too.

S-2 I forgot that myself.

VOCABULARY

Write S for the same, or similar definition - O for opposite:

1.	remember	recall	____
2.	notify	inform	____
3.	forget	remember	____
4.	move	still	____

SUBSTITUTION

We're going to move.
I'm leave.
He's go.
____ ____.
____ ____.

Remember to notify everybody.
tell
call
____
____

Who ought to know?
tell?
go?
leave?

I forgot that myself.
You yourself.
He himself.
She herself.
We ourselves.
You yourselves.
They themselves

ORAL DRILL

Teacher	Student
Remember/send/letter	Remember to send the letter.

ORAL DRILL (CONT'D)

Teacher	Student
Remember/eat.	Remember to eat.
Remember/do/homework.	
Remember/get/home early.	
Remember/tell/nurse.	
Remember/sign/form.	
Remember/call/gas company.	
Remember/tell/mailman.	
Remember/buy/vegetables.	
Remember/go to/dentist.	

READ

Mailmen have a special form for people to use when they change their address. Filling out a Change of Address Card will help you get your mail at your new address on time.

RESPONSE DRILL

Where can you get a Change of Address Card?

________________________________.

How can a Change of Address Card help you?

________________________________.

WRITE AND PRACTICE

Fill out a Change of Address Card. Keep it for future use.

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COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

A Parent's Responsibility

Lesson 70

DIALOGUE

S-1 Something interests me about many families.

S-2 What is it?

S-1 Some parents allow their children a lot of freedom.

S-2 Yes, children are often independent at an early age.

S-1 It is difficult to know how much freedom children should have.

S-2 You're right. This is a big responsibility for parents.

VOCABULARY

Write S for the same, or similar definition - O for opposite.

1. allow	prohibit	________
2. independent	dependent	________
3. confuse	clarify	________

SUBSTITUTION

Something interests me about many families.
a lot of
several
some
few

Something interests me about many families.
him
her
them

Some parents allow their children a lot of freedom.
teachers students
________ ________

Children are often independent at an early age.
a young age.
a late age.

ORAL DRILL

What is it?

Plural	What are they?	Present
Singular		Past
Plural		Past
Singular		Present

Why is it?

Plural	Present
Singular	Past
Plural	Past
Singular	Present

Where is it?

Plural	Present
Singular	Past
Plural	Past
Singular	Present

How is it?

Plural	Present
Singular	Past
Plural	Past
Singular	Present

READ

People have many different ideas about taking care of children. Some strict parents allow their children little freedom. Lax parents do the opposite. Children need to have enough freedom to explore and make some decisions.

RESPONSE DRILL

When should children have freedom?

________________________________.

How much freedom should children have?

____________________________________.

Why do children need to have some independence?

____.

WRITE AND PRACTICE

Write a class paragraph about an example of a situation where a child should have independence:

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